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ABSTRACT

The major portion of this book consists of the background study papers for the 1973 meeting of the AACJC. These chapters are: (1) "A Futuristic Look at Training" by William A. McClelland and David S. Bushnell; (2) "Staff Development; A Priority on Persons" by Terry O'Banion; (3) "Governmental Actions Affecting Staff Development" by Louis W. Bender; (4) "College Environment as a Determinant in Staff Development" by Charles C. Collins; (5) "Differentiated Staffing Patterns and Potentials" by Ervin L. Harlacher and Eleanor Roberts; (6) "Work Experience as a Means of Preparation and Renewal" by Arden L. Pratt; (7) "Staff Development: A New Promise to the New Student?" by Connie Sutton; (8) "Staffing to Meet the Needs of Spanish-Speaking Students" by Alfredo G. de los Santos, Jr.; (9) "Native American Staff: A Prerequisite to Successful Indian Education" by P. E. Azure; (10) "Developing Special Teaching Degrees" by Arthur M. Eastman; and (11) "A Role for the Discipline Organizations" by Michael P. Shugrue. The 1973 Assembly Report comprises the final chapter. Names of Steering Committee members and assembly participants are appended. (KM)

Educational Opportunity for All

New Staff for New Students

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Report of the 1973 Assembly of the American Association of Community and Junior Colleges

Edited by Roger Yarrington

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Introduction

Roger Yarrington

In 1972, at the final meeting of the American Association of Community and Junior Colleges' Commission on Instruction, a resolution was adopted calling for a program to strengthen staff development efforts in community and junior colleges.

Later in 1972, at the first meeting of the AACJC Assembly, a statement was adopted that included a call for renewed efforts to strengthen preservice and inservice training programs for college staffs.

Early in 1973 an AACJC task force on minority concerns recommended to the Board of Directors that Association efforts with regard to minority programs focus primarily on staff development.

Staff development has been identified repeatedly as an area of prime importance for AACJC attention. It was not surprising, therefore, that the steering committee for the 1973 Assembly selected as the topic "Educational Opportunity for All: New Staff for New Students."

The Association has directed major attention to staff development in the past. For example, a U.S. Steel Foundation grant in the mid '60's made possible an in-depth look at faculty concerns by Roger H. Garrison. It was published by the Association in 1967 under the title *Junior College Faculty: Issues and Problems.* Later, a Carnegie Corporation grant supported an Association faculty development project directed by Derek S. Singer that identified components of "a well-conceived preservice training program."*

Several recent studies have updated discussions of staff training needs.

The Carnegie Commission's profile of two-year colleges published in 1971, *Breaking the Access Barriers,* was written by Leland L. Medsker and Dale Tillery. One of its recommendations was that there should be "a nationwide drive to prepare and develop faculty and administrators for the junior colleges." The needed effort, the authors said, has only begun.

Terry O'Banion of the University of Illinois made a study for the President's National Advisory Council on Education Professions Development during 1971 that was titled "People for the People's Collges." The study assessed needs and made recommendations for community-junior college staff development programs for the '70's. The report was published by the University of Arizona Press in 1972 with the title *Teachers for Tomorrow.*

The Association was undergoing a self-examination in 1971 through Project Focus, a study supported by the W. K. Kellogg Foun-

dation. It was an attempt to discern trends in community and junior colleges that would show more clearly what services the Association should provide. Two reports from the project were published by McGraw-Hill early in 1973: *Project Focus: A Forecast Study of Community Colleges* by Edmund J. Gleazer, Jr., and *Organizing for Change: New Priorities for Community Colleges* by David S. Bushnell. Both contained sections identifying staff development as a continuing and urgent priority.

A survey of inservice staff development needs was conducted for the Assembly by Jose Chavez, an AACJC intern, in spring 1973. More than 700 colleges responded. The results indicated the need for improvement of professional competencies was felt "to a great extent," especially in the areas of (a) self-instructional techniques, (b) evaluation procedures for self-paced instruction, (c) writing and classifying behavioral objectives, and (d) multimedia materials and methods. But, colleges indicated they were willing to provide financial support only "to some extent" to faculty and staff who wished to improve their professional competencies in the above areas. The same study produced a long list of activities the respondents felt AACJC could engage in to advance staff development efforts. This list is being studied by the staff of the Association and, wherever possible, the recommendations are being implemented.

Out of this background came our effort to identify the issues in staff development work to which it would be helpful to have the 1973 Assembly direct its attention. A list of background study papers was developed and assignments were made to authors early in the year. Participants in the Assembly received the papers and studied them before attending the meeting November 29-December 1 at Airlie House in Warrenton, Virginia.

By the time the Assembly had adjourned, a report had been drafted by Roger H. Garrison and adopted by the participants. The background study papers constitute the first part of this book. The Assembly's report is the final chapter.

It should be noted here that the paper by Connie Sutton which appears in this volume was not available to participants at the Assembly. The author who was originally working on a paper regarding Black American concerns became ill and was not able to complete the assignment. Ms. Sutton, who is assistant director of the office of staff and organization development, Miami-Dade Community College, North Campus, wrote her paper on very short notice so that this volume might be more complete. Participants at the Assembly were reminded that many of the needs and concerns of Chicanos and American Indians, referred to in the papers by Alfredo de los Santos and P. E. Azure, apply to Black Americans as well. This awareness was in the minds of participants as they pursued their discussions and is reflected in the Assembly report.

We appreciate the financial support of the W. K. Kellogg Foundation which made the 1973 Assembly possible. And we thank the participants for their contributions in formulating the statement presented here for your study and use.

*The pamphlet listing these elements has gone out of print and has become hard to locate. In order to get the twelve recommendations back into the record, they are reprinted here.

A well-conceived preservice training program will include attention to these items:

1. The historical role of the two-year college and its future place in American higher education.

2. Modern learning theory, including the uses and limits of educational evaluations, testing, and measurements.

3. The theory and techniques of curriculum development.

4. Elements of student guidance and counseling.

5. Knowledge and practice in school administration, to make campus communications easier; facilitate teacher participation in campus governance and related activities; and help prepare faculty for administrative jobs later on.

6. The profile, culture, goals, and values of the diverse student population at today's junior colleges.

7. An opportunity for substantial, relevant supervised practice teaching or internship at a two-year college.

8. Construction and use of programmed curriculum and other innovative instructional techniques.

9. Handling modern media and educational hardware, including its integration with traditional teaching methods.

10. How to define, implement, and measure specific goals for student learning so as to reach clear, measurable learning objectives within a definite period of time.

11. The ability to locate and apply resources to help define and meet the socioeconomic needs of a college and neighborhood. Actual work experience and involvement in a community project. Practical application of experience acquired to improve teaching and student communication.

12. Interdisciplinary coordination of instruction in teaching core subjects, so as to reach students with widely different abilities, backgrounds, and goals.

A Futuristic Look at Training

William A. McClelland and David S. Bushnell

As the mainstay of mass higher education *and* career education in this country, public community colleges have taken on a difficult assignment—ministering to the needs of any person over the age of 16 who wants to learn. Going to college has an almost magical appeal. It represents opportunity to escape the poverty "trap"; it is seen as a guaranteed road to a better life and higher income; for those in their mid-careers, it is a way of avoiding obsolescence or loss of employment; it provides each new generation with a ready mechanism for social and economic advancement. College offers a halfway house to those with less confidence in their learning abilities or to those who are

not yet ready to leave home. For the commuter, the community college often represents a reasonably priced alternative to no college at all. How well it will serve the needs of future students depends for the most part on the talents, the training, and the resources of faculty. Their role, the needs they will be expected to serve, are being shaped by forces already in motion.

What are these forces? Will community colleges continue to enjoy the same popularity and taxpayer support in the year 2000 as they do today? What will be the impact upon faculty? Will technology aid or hinder performance? How can it ease the burden that future faculties face? These are some of the questions to be answered by looking at the more important socio-economic developments over the next 10 years and predicting their likely impact on the community college.

We are well embarked in this decade upon a period of relative economic stability with the free spending, cantankerous teenagers of the 60's having become the more mature, self-directed young adults of the 70's. With the movement of the population gravity center from late adolescence to early adulthood, the baby boom of the early postwar era is now crashing against the shore of a tightening labor market. The increased competition among the 25 and 30-year olds seeking jobs, often for the first time, is prompting many of them to seek out para-professional occupational training in order to qualify for the many different job openings at the technician level predicted over the next 10-12 years. The effects on this age group have not gone unnoticed among those now in college. There is marked tendency for those who successfully complete a B.A. degree to return to a community college for additional job training.

The demand for clerical workers, technicians, and service workers of all types will continue to expand during the remainder of the 70's and early 80's. Of the estimated 4 million job openings occurring each year during the 70's, 40 percent will require some type of postsecondary education. By 1985, some 101 million workers will be employed. Three-fifths of these, approximately 60 million, will have entered the labor market for the first time between now and 1985.

With the expanding demand for white collar workers and technical level personnel, more young adults, women, and midcareerists will be seeking job training or upgrading in order to qualify for better paying jobs. More part-time students, more mature, even better motivated students will result. All this will require that community colleges devise more appropriate teaching methods, faculty attitudes, course scheduling, and achievement testing in order to accommodate the future demands of the adult student.

Not only are workers looking for new employment opportunities and associated skill requirements, but they want jobs which offer more than just monetary rewards. Older workers viewed work as the primary vehicle for achieving economic security and status. Younger workers are less willing to take on assignments that provide only extrinsic rewards. The emergent work ethic is just beginning to take on tangible structure. It stresses independence and self-directedness and recognizes problem solving and risk taking abilities as among the more desirable characteristics of the skilled worker. Flexible work schedules, collaborative planning of production quotas, and job enlargement require workers who can exercise a degree of self-discipline, understand and cope with change, and plan ahead. These capabilities

would be enhanced by exposing tomorrow's job seekers to college learning experiences that are more individualized and self-directed.

A consumption-oriented society like ours, with its increasing emphasis on the proliferation of new products and the automation of the production process, seems to be moving toward increased leisure for those in middle level occupations. As more production line occupations disappear and the pressure for new jobs continues to climb, Congress, unions, and employers alike will seek ways to alleviate the problem. Early retirement, more flexible scheduling of working hours, and anti-moonlighting legislation are likely to result. Enforced leisure will, in turn, give rise to the desire for continued learning and opportunities for creative self expression, needs which community colleges have been serving effectively in the past.

The change in values associated with work and leisure is creating a crisis regarding what constitutes "the good life." The proliferation of sub-cultures—ethnic, generational and socio-economic—and the related cleavages in religious, industrial, and political institutions cloud the role of education in our society. Various special interest groups often advocate different means of reaching similar goals. The multiplicity of expectations and the plurality of value systems have resulted in a degree of indecisiveness among educational policy makers about which goals to pursue. Nowhere is this more evident than in our institutions of higher education. This coupled with the recent decline in enrollments in our four-year colleges and universities has led to a "crisis of purpose."

Not so for community colleges. Project Focus[1] and a more recent survey of California colleges[2] reveal a growing consen-

sus among administrators, trustees, faculty, and students on the goals to be served by our public community colleges.

Other forms of "non-traditional" post-secondary education, some in competition with community colleges, appeal to the growing number of older, more self-directed, occupationally-oriented enrollees. Proprietary schools, external degree programs, open colleges, non-residential contract learning programs, and home-based learning opportunities will proliferate, providing stiff competition for the more traditionally oriented post-secondary institutionally based programs. To remain competitive, community colleges will need to respond effectively to the growing demand for compensatory education programs, particularly for older adults. Expanding minority group enrollments will require dramatic increases in the number of minority group faculty and administrative personnel. Extended day programs will need to be designed around student requirements and schedules and not for the benefit of the faculty. Adult educa- programs must deliver the goods or step aside.

What has just been described characterizes our immediate future. It contains both good news and bad news. There is some hope that the number of domestic crises will slow to a trickle. While the gap between technological change and the response of our social institutions to such changes will continue to expand, it will do so at a decelerating rate. Technological advances in transportation, communication, and data processing show signs of plateauing. While environmental pollution will continue to rise, with a resultant decline in the quality of community life, the rate will slow perceptively, thus enabling environmentalists and municipal authorities to cope more effec-

tively with these problems. As community oriented colleges, the two-year institutions are uniquely qualified to train needed technicians and educate the public on better ways to live in harmony with our natural environment.

This, then, is the socio-economic perspective from which we will view the topic of staff training and development in the 1973-1985 time frame, with special emphasis on the role of instructional technology. What are the methods and media on which one can rely for the preparation and growth of the staff member ten years hence? What seems potentially useful? What are the delphic forecasts concerning use?

The Role of Instructional Technology

The report of the Carnegie Commission on Higher Education[3] on instructional technology, with its primary focus on electronic systems--as computers, cable television, video cassettes, and learning kits with AV independent study units—sets the stage admirably. For students, it should increase the opportunity for independent study as well as provide a richer variety of courses and methods of instruction. For faculty members, the new technology should lessen the burden of routine instructional responsibilities. The report forecasts general use of these new technologies by the year 2000. If that happens, they must be included in teacher training by the mid-1980s.

The Tickton volume, *To Improve Learning*,[4] called by the Carnegie Commission "the most comprehensive documentation on current instructional technology presently available in a single report," argues effectively there is more to instructional technology than just electronics. It is both hardware and software. By way of example, consider the following list of individual technologies taken from Gooler's succinct and

readable *Resource-Book for Community College Teachers and Administrators:*[5]

Computer assisted instruction
Audio tape
Film
Filmstrips and slides
Dial access
Programmed instruction
Learning activity packages
Video cassettes
Cable TV
Independent learning labs
Simulations.

Most of these technologies, while strongly based on hardware, require good quality teaching and learning materials for use with them. Staff training and development must, therefore, not only feature mastery of the operation of the equipment but, more importantly, it must train teachers how to make full use of it in the instructional process. Technology will not replace the instructor, except perhaps in the performance of those tasks which humans can't do that well anyway—swift and total recall, massive storage of images and symbols, a capacity to attend simultaneously and individually to many learners—there is more to the teacher-learning process than these elements.

Instructional technology offers the following benefits to the faculty:

a. *Permits* fuller and better use of talent, such as expanding the instructor's capabilities for demonstration and illustration to many instructional sites simultaneously,
b. *Makes* more time available for faculty preparation and individual counseling, and
c. *Increases* the number of faculty available to develop and test new instructional materials.

A cautionary note is appropriate. Some existing instructional technology is poor.

Some, while available and of good quality, is merely not used. Some forms are incompatible with others. Some were designed for use in business, industry, or public communications but not for the special requirements of education. But these technologies are here; they are going to be even more commonplace ten years hence.

It is not paradoxical to predict that in 10 years the demands on teachers will be increased, not decreased, despite more use of hardware-based technology. Newer interactional methods will be in common use—small group discussions and seminars, individual tutorial sessions, and small group counseling illustrate some of the currently available strategies.

Such methods will also be used in teacher preparation and faculty training. One interesting use of interactional methods is in teaching the recognition of one's own values. Regardless of one's position on the role of values in instruction, the teacher's awareness of his own values and their influence on his behavior is a proper topic for staff development. Techniques to facilitate awareness of ones own norms and values do exist and are in use in cross- and intracultural training activities today.[6] In a time of value crisis, of disagreement within and across generations on the ingredients of the quality of life, the affective domain can not be ignored in community and junior college faculty training.

Interactional methods supported by means of the harder technology make it possible to further individualize instruction. Personalized teaching and learning is already here, and it will be more prevalent in the 1980s.

Does this mean goodbye to the lecture? Not at all. Imparting some content and the sharing of special educational experiences that cannot be programed will be offered

through recordings and/or mass distribution via the new electronics if it is to be done efficiently. There will be lectures. They will probably be given by fewer lecturers, to larger audiences, and much less frequently than today.

Off campus instruction will be essential if we are to come close to the national goal of 95 per cent of the potential students living no more than 50 miles from a community-junior college campus or instructional site. Offsite instruction should aid, not retard, the adoption and utilization of the new technologies, particularly those that are self-contained and largely self-administered. While the hardware is already available, the teacher- and specialist-generated instructional software represent the biggest unmet need.

The community-junior college has already set the pace in another instructional arena which will increase in importance by the 1980's. Better integration of the more formal instructional experiences with world of work experiences must and will come. The community-junior college has pioneered aspects of this form of integration, yet the future will require more and broader efforts.

This is a very healthy trend, incidentally, and is quite compatible with our earlier forecasts. It should help to promote a greater emphasis on self-actualization to which larger and larger numbers of learners of all ages will be committed. We can expect a much greater student demand for self-directed educational experiences and for a broader and less formal view of education and training in which work experience can and should have a potent role.

What about dramatic breakthroughs in instructional methods and media in the future? There seems little or nothing on the horizon which can solve the hard problem of more efficient, effective, and satisfying

teaching. Of course, there will be continued experimentation on exotic approaches to learning through chemistry and further developments along electro-physiological lines, as biofeedback technology develops. Both time for development and time for adoption place such exotic approaches outside our time frame. The instructional technology future is not approaching that fast.

Visions of the future tend to be somewhat heady. The following quotation serves nicely to illustrate the hard facts of implementing innovation. A report of the President's Research Committee on Social Trends observes:

> Various methods of individual instruction have been adopted in recent years...In lower schools, differentiated curricula...have been arranged. Experiments have also been tried with minimum assignments for all members of a class and additional assignments for the abler pupils. Sometimes pupils have been classified according to ability, and instruction has been adapted by various devices to different classes.
>
> Individual teaching is sometimes carried a step farther. Each pupil is thought of as so distinctly different from all other pupils that he is allowed to exercise his initiative not only with regard to methods of study but with regard to the topics to be studied. Class organization and the coherent sequences which have characterized the traditional course of instruction are sometimes abandoned and the individual is encouraged to discover and follow his personal intellectual or practical interests.[7]

The President involved in the earlier quotation was Herbert Hoover. The date? 1932!

Writing on technology as a resource for teacher and students, Ericksen cogently points out:

> Too often technological innovations have been used in education only to change the medium of stimulus presentation: from seeing and hearing to hearing alone, from reading to viewing ...etc. Generally speaking, merely changing the input channel is an insignificant qualitative improvement in the conditions for learning, thinking, and attitude change. The real educational value of technology is that, potentially, it is a resource to improve learning.[8]

If meaningful change is to take place in educational areas where instructional technology is relevant, course content must be improved and the student must be permitted to learn at his own rate and in his own manner. This millenium is not likely to overwhelm us by the 1980's. For one thing there's the matter of the braking of progress by faculty. Other than lack of funds the biggest impediment to the adoption of the new electronics technology is faculty resistance.

Recommendations

What are the implications of instructional technology for community-junior college staff training and development in the 1980's? Five should be mentioned:

1. There must be better preparation of the staff for an understanding and appreciation of the philosophy, goals, needs, students, facilities, modes of operation, etc. in preservice training. Since this change is not likely to happen very fast, the colleges themselves will have to make greater effort to remedy the current deficiency through improved inservice training.

2. The staff must receive more effec-

tive instruction on how to teach and must practice these improved skills.

3. The newer technologies of instruction must be understood. Their potential contributions should then be examined by each teacher in furtherance of his or her instructional objectives. (A recent survey of ninety educational technologists predicted that by the 1980's there will be routine use of AV technology, programed instruction, routine computer-assisted instruction, computer simulation and student-initiated areas to AV and computer design course. Faculty predictions, however, suggested a somewhat more cautious adoption of these technologies, with additional lags of three to twelve years.)

4. Improved expertise must be developed by staff members in course development techniques and more specialists in instructional technology must be available to assist inservice training of staff in the technology of instructional system design and development. Statements of objectives, matching of training methods and media to the objectives and to the students, and the evaluation of outcomes are essential topics for instructors to master.

5. Both preservice and inservice training must focus more prominently on the use of small group, interactional techniques in instruction. Greater training investment must be made as well in the improvement of the staff member's individual counseling skills.

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Staff Development: A Priority on Persons

Terry O'Banion

In the 1960's the community college was the Horatio Alger of higher education, the home-grown darling of federal and state legislators, local taxpayers, educational innovators, and "new" students.

This institutionalized "American Dream" sprouted weekly in abandoned hardware stores, settled uncomfortably into wings of unused high schools, or developed into magnificent structures on tree-studded meadows outside city limits.

Fashioned for six decades to be many things to many people, the doors were opened wide to new students and to old students, to those seeking a career and to those who were simply seeking, to the winners and to those

who knew only failure; Everyman was encouraged to try it out and he did.

A new kind of staff came to implement the American Dream: new graduate students and career educators searching for new opportunities, the vice-presidents in charge of heresy, the human development facilitators, the learning managers, the defined-purpose routers, and the cognitive mappers.

The community college experienced an unprecedented period of growth from 1960 to 1970. In that ten-year period the number of two-year colleges increased by 61 percent; the number of students increased by 271 percent; the number of staff increased by 327 percent.

Because of this pace the priority of resources focused on growth. Educational energies were exhausted in attempts to keep up with increasing numbers of students. New programs had to be launched. New facilities had to be located or constructed. New structures had to be hastily planned to involve the community, the faculty, and the students in making decisions.

The excitement and hopefulness that accompanied this period of growth led some educators to equate quantity with quality. "If we are so attractive to so many people then we must be doing something right." Enrollment increases were cited by some as evidence of institutional effectiveness. While increasing enrollments, in part, may reflect some aspects of quality, few educators would be willing to accept quantity as the primary determinant of quality. In any case, the growth has almost stopped, and the formula "quantity means quality" does not have the spur-of-the-moment validity it once had.

Now as we approach the midpoint of the 70's, we are at a resting place following the harried pace of the previous decade. Now is the time to consider our past and construct our future to insure that the edu-

tional American Dream is as fully realized as possible. In this decade we must be concerned less with the quantity and more with the quality of education provided community college students. Quality education (with its hundred definitions) does not depend primarily on numbers of students, or on the diversity of programs, or on expanded facilities, or on new devices for decision-making, although these factors certainly contribute. *The quality of education in the community college depends primarily on the quality of the staff.* And quality in the community college means the competency and commitment to achieve the goals of this unique institution, primarily of providing positive learning experiences for students who are totally foreign to the traditional post-secondary scene. If the community college of the future is to realize even a modicum of its potential, then community college leaders must begin to pay as much attention to their staffs as to students, programs, buildings, and organizational structures. The priority of the future is a priority on persons, on the needs of the people who staff the people's college.

Recent Developments

In the last five years, increasing attention at the state and national level has been focused on staff development in the community college. In 1969, Senator Harrison Williams introduced the Comprehensive Community College Act to the Congress. The Act called for a master plan for community college development in each state—including a statewide plan for "the training and development of faculty and staff." This Act was approved in the Education Amendments of 1972, but funds had not been appropriated by early winter of 1973. Nevertheless, several states have developed plans along the lines suggested in the Act.

In 1968, the Florida Legislature had already passed Senate Bill 76x (68) providing funds for staff and program development. While statewide activities are coordinated by the Florida Division of Community Colleges, each college formulates its own long-range plan for staff and program development. Each college now receives 3 percent of its instructional budget from the state to support these activities.

Other states and Canadian provinces are also initiating or continuing work on similar proposals. The Committee on Instruction of the California Junior College Association has prepared a bill calling for state funds for staff development. In Texas, community college leaders continue to work on a bill to be submitted to the state legislature. The provincial governments of Quebec and Ontario have allocated funds to their community colleges, and in Ontario there is a staff development officer in each college. A few other states and provinces have organized programs, and many are beginning to consider the need for staff development.

The study by the President's National Advisory Council for Education Professions Development in 1971 further underscored the importance of staff development. Although this council could have selected any level or area of education for study, the community college was chosen because members of the council believed it to be one of the most important social developments to have emerged in American society in this century. Furthermore, the council felt the study should examine the needs of those who staff the community college. Thus the council placed a high *priority on persons* rather than on facilities, structures, and expanding programs and enrollments.

With the excellent support and guidance of the council's chairwoman, the Hon-

orable Mary Rieke, member of the Oregon legislature, and the vice-chairman, Dr. Larry Blake, president of Flathead Valley Community College, Montana, the study was completed in the fall of 1971. Approximately 40 community college leaders assisted in the project by providing information and ideas. Numerous national associations, foundations, and centers were helpful in providing resources. In February, 1972, the report *People for the People's College* was submitted to the Congress. In the fall of 1972, the University of Arizona Press published the document under the title *Teachers for Tomorrow: Staff Development in the Community-Junior College*. Some of the recommendations in the last section of this article are taken from that report.

While staff development has always been a major concern of the American Association of Community and Junior Colleges, it has stepped up its attention. In his forecast study, Project Focus, President Edmund J. Gleazer, Jr., of AACJC noted the need: "Many conscientious faculty members appear to be wondering whether they can teach at all. My impression is that many faculty members are deeply concerned that their skills do not match this changing, most complex, educational assignment."

The need for staff development was clearly recognized by the first AACJC Assembly held in the Fall of 1972. In an *Agenda for National Action* members of the Assembly recommended:

> Community and junior colleges cannot achieve the many goals they have set for themselves without competent faculty, counselors, and administrators who understand the mission of these colleges and the nature and variety of students who attend them. Unfortunately, up to this time very few of the universities and graduate institutions

that train personnel for community and junior college work have developed programs that prepare their students for the actual situation they will encounter.

We recommend that the graduate institutions provide, and that AACJC urge them to provide, more effective and relevant preservice preparation. Community and junior colleges are prepared to assist in this endeavor.

We also recognize that many existing college personnel need additional training to serve our current students effectively, and that colleges must develop inservice training programs for all their staff: faculty, counselors, administrators, and trustees.

We recommend that high priority be given at the national, state, and local levels for the procurement of funds to enable us to upgrade the skills of our staffs. The leadership role of the college president in realizing this priority cannot be overlooked.

The 1973 Assembly provides a timely forum for the expression of concerns and recommendations for action regarding staff development in the community college. The topic is "New Faculty For New Students." Interaction regarding issues should be yeasty. Recommendations should be creative and potent.

Major Issues: Preservice Programs

Specialized preservice programs for the preparation of community college administrators and student personnel workers have been generally effective. However, with very few exceptions, preservice programs for the preparation of community college teachers have been grossly inadequate. The disciplines in the university are inflexible; the colleges of education are not tuned into the community college. Typically, instructors

are either discipline-oriented, narrow, subject matter specialists or secondary school-oriented, college of education graduates. Neither group is prepared to instruct students in community college teaching.

The master's degree in a subject matter field often means course specialization that is too narrow and no instruction in community college education or in teaching methodology. Furthermore, most subject matter degrees are lock-step routes for potential doctoral students. Yet the master of education degree has been criticized because it fails to offer sufficient preparation in the subject matter field.

The Ph.D. degree emphasizes specialized knowledge and research. Thus, it has been one of the least appropriate degrees for the community college instructor. Roger Garrison has said, "The making of a scholar is the unmaking of a teacher." The Ph.D. has been the admission ticket into the professional ranks of the university; those whose goal is the "community of scholars" in the university experience "transfer shock" when they come to a community college that mistakenly employs them. The Ed.D. degree, while appropriate for administrators and student personnel workers, suffers from the same limitation as the M.Ed.: it lacks sufficient depth in subject matter to make it appropriate for instructors.

In recent years interest has developed in an advanced teaching degree that extends beyond the one-year master's and requires a different orientation than the research-based Ph.D. Although it is possible to redesign the Ph.D. as a teaching degree, most effort at the moment is in the direction of new degrees. Some colleges and universities have developed the two-year master of arts in college teaching while others have experimented with the doctorate of arts in teaching. The Carnegie Corporation has provided excellent

support for the development of D.A.T. programs in a number of universities. While there is considerable controversy concerning the merits of the D.A.T., it is emerging as a favored degree of many who wish to teach in a community college.

An advanced teaching degree of some kind appears to be ideally designed for the highly competent instructors required in the community college. It is imperative, of course, that such degrees incorporate a core of special experiences to include: an understanding of the history and a commitment to the philosophy of the community college; an understanding and acceptance of community college students; an understanding of learning processes; a knowledge of new approaches and innovations in education; the development of a humanistic perspective; and an internship designed to explore personal teaching style.

In addition, careful consideration should be given to the nature of the subject matter in these new degree programs. There is unanimous agreement, of course, that community college instructors must be highly competent in their subject matter fields. The problem extends beyond the failure of the universities to supplement "content" courses with courses in the community college and learning processes; most often, the traditional "content" courses are inappropriate for the needs of community college faculty. An English instructor with 30 to 40 hours of specialized graduate literature courses is hardly prepared to teach three sections of composition to community college students. Hopefully, the advanced teaching degree will include more than Ph.D. courses minus the dissertation; it should be a new degree with different content and with a different purpose.

Universities are not going to abandon the Ph.D., nor should they. There is some

question, however, as to whether the major universities are really willing to design new programs or to modify existing programs to prepare community college faculty. The disciplines change slowly—some say not at all—and even though Ph.D.'s are jobless, it would be quite unprecedented in American education if professors in the university disciplines were suddenly to embrace the community college with enthusiasm.

Recommendations

1. The Kellogg-sponsored Junior College Leadership Program for administrators and the EPDA programs for student personnel workers have been excellent models. These programs should be encouraged to continue where they exist and similar programs should be established in other institutions.

2. Selected universities and colleges should be funded to develop imaginative and non-traditional model preservice programs designed specifically for community college instructors. The Union Graduate School and Nova University provide creative examples.

3. The advanced teaching degree should become the model for community college instructors. Programs similar in goals to those of the D.A.T. should be developed in selected universities and colleges and especially in the new upper division universities.

4. Special year-long institutes should be developed in selected universities and colleges to re-educate selected surplus Ph.D.'s and potential staff from business and industry for the community college.

5. Universities and colleges that prepare community college staff should meet these minimal qualifications:

   a. The staff must be knowledgeable and experienced regarding the community college.

   b. The institution must be willing to

develop cooperative relationships with community colleges.

c. The institution should be adjacent to a number of outstanding community colleges so that cooperative programs can be developed.

d. The institution should be outstanding in American higher education, or it should have some special attributes for developing a program for community college staff, or both.

6. Community colleges must take an active role in demanding quality and appropriate preservice education from their area universities.

7. Community colleges must be willing and able to provide practicums and internships, staff supervision, research opportunities, facilites and staff resources for university classes as part of their commitment to preservice education.

8. Qualified community colleges should design and test programs to prepare paraprofessional staff to work in the community college. These programs should be carefully coordinated with university programs to insure transfer of those who wish to earn professional degrees.

Major Issues: Inservice Programs

If, because of the limited energy of leaders and limited financial resources of taxpayers, we must assign priorities in staff development, then major priority should be given to inservice over preservice programs for community college staff.

Inservice programs deserve particular attention because all staff members, the mediocre and the highly competent, need continuing opportunities to keep up with new developments in education. Community colleges tend to be innovative; they tend to be willing to explore nontraditional approaches to learning. With increasing new

developments in curriculum, instructional technology, organizational patterns, facilities and equipment, and teaching-learning styles (many of which have been developed by and for community colleges), it is imperative that all staff have opportunities to learn about and to adapt these innovations to their particular institutions.

The key people in the community college are the highly competent and creative staff members who provide leadership, encourage community, and develop quality programs at the college. Special effort should be made to design appealing inservice programs that utilize and enhance their competency. Master teachers need renewal and reward or they will grow dull and cynical; what is worse, they may become clock punchers rather than exemplars for other staff members.

Inservice education is particularly needed for the mediocre and the inadequate staff in the community college. Too many community college staff members hold values, attitudes, and beliefs that are the antithesis of community college philosophy. Too many lack the basic skills of good teaching.

Priority should be given to inservice programs also because preservice programs will not graduate enough staff to meet the needs of the community college. New staff will continue to come from high schools, business and industry and the universities. These staff members will need inservice education to develop the necessary skills, attitudes, and understandings which are required for the community college.

Inservice education should be strongly supported because it provides the best opportunity for community colleges to renew and enhance their programs. *Improved personal development leads to improved program development.* Unless staff members are constantly updated and supported in

their own development, programs cannot grow and flourish to meet the needs of students. The administration that places more value on staff than on buildings, organizational plans, increased enrollments, instructional technology, and public image increases the chance for the institution to have a significant impact on students.

If inservice programs are to be designed to meet the needs noted above, primary responsibility must be assumed by the community college. Staff development must be important enough for the college to integrate it as a primary activity; otherwise, it remains outside the college, a service of the university or of other agencies. The community college must define its own needs for staff development and must design its own programs. The universities, state departments, and other agencies can provide assistance, but the best inservice programs are likely to be indigenous operations.

The present state of inservice programs, however, is almost as poor as the present state of preservice programs. Some colleges provide no inservice opportunities. Most provide at least an orientation program preceding the beginning of fall classes. Some even provide for periodic programs during the year and provide funds for professional travel and course work. Too few, however, provide a well-designed, strongly supported, total inservice program.

Poor programs abound for many reasons. One primary reason is the lack of leadership among top administrators. Many presidents and academic deans, assuming an avuncular role, see inservice education as a one-day orientation session where they welcome new staff to join "the college family" of distinguished faculty. Or programs are organized by deans and department heads to relay information. A consultant from a nearby university or neighboring

community college may be invited to speak about the mission of the community college or the nature of the community college student. Once orientation is concluded in-service education is not considered again until next year.

Administrators support poor programs also by helping to perpetuate blind salary schedules which reward only the quantity, not the quality, of accumulated graduate course hours. Staff members take all kinds of university evening and extension courses because fifteen more credit hours mean so many more dollars on the salary scale. The resulting hodgepodge of university courses should not be rewarded more than co-ordinated inservice experiences. But, university courses that fit into a well-designed, individually tailored, college approved, continuing education program are, on the other hand, most appropriate for staff and salary advancement.

Instructors are also to blame for poor inservice programs. Too many instructors feel that increased specialization in a discipline is the key to increased competency in teaching, thus, they limit their continuing education to the accumulation of university credits. The strong affiliation with a discipline often acts to limit perspectives and experimentation in the larger community of the total college. Distorted and limited concepts of "standards," "intellect," "scholarship," and "academic freedom" are often used to maintain traditional structures and viewpoints among the members of the guild. Collective bargaining has become a weapon that can only cause further deterioration of hope for a caring/learning community. Student failures abound but everyone continues to pretend competency.

If staff development is to be effective, someone in the institution must assume major responsibility for coordinating the

program. An assistant to the president, the academic dean, a special committee from the faculty council, or a staff development officer should be clearly in charge. The program should be a continuing program throughout the year and should be related to long-range improvement in the college. It should be designed to achieve institutional goals through the development of individual staff members. Many group activities may be available, but each staff member should have an individual program for his or her personal and professional development. In effect, the community college must construct its own program with its own curricula tailored to its own needs. Thus, the staff development program becomes an inservice institute for staff and college renewal.

The purpose of the staff development program is, ultimately, to enhance the opportunities for student development at the college through the professional and personal development of staff members. This purpose is best achieved, as Alice Thurston, president of Garland College in Boston, has said, "in a total institutional climate which is characterized by trust, respect and a deep concern for people." When the climate of learning for the staff is open, flexible, affirming, challenging, the climate of learning for students is likely to be similar.

The aim is to develop a program that is so integrated into the fabric of the college that staff accept as normal the opportunity to plan goals and carry out activities that help them improve their teaching, administering and counseling. When the rewards are clear, and opportunities are provided, staff members will choose to be innovative and creative. When staff members begin to grow and develop, the college will move toward increased potency and impact.

The staff development program is for everyone in the institution: secretaries, in-

structors, administrators, custodians, trustees, paraprofessionals, and counselors. Programs must be developed for the special needs of each group. Special programs must be planned for new staff members and for part-time staff members. Special programs designed for ethnic minorities and women and programs designed to assist other staff to better serve these groups should receive high priority.

An efficient and effective program of staff development requires, of course, considerable funding. In the past, staff development programs have been assigned low priority and thus have received minimal financial support. In general, this low priority status has been maintained during the present high competition for budget dollars. An important exception, however, has occurred in Florida where the state legislature, as noted earlier, has allocated special funds for staff development programs in all Florida community colleges. Other states will, hopefully, follow Florida's lead.

If state funds are not available, colleges should review the present use of funds for travel, sabbaticals, conferences, and other traditional forms of staff development to see whether funds could be better utilized. For example, money is expended for a few individuals to travel to conferences and workshops that could be used to bring programs and consultants to the campus for all staff members. The money spent for sabbaticals for a few individuals could probably be spent much more wisely for many more people in the institution.

One of the best sources of funding for staff development is the institution's continuing education program, which, typically, offers educational experiences to local physicians, local realtors, and local public school teachers. Why not offer continuing education for the local community college staff? A

number of resourceful community colleges offer such courses for their staffs, and some even give credit on the salary schedule equal to university credit.

Once support is available to organize such programs, the college must consider the problem of relating staff development to staff evaluation. At the outset it is probably best to organize the staff development program as a separate entity from the formal, institutional evaluation process. Evaluation that has to do with promotion, merit, tenure, and dismissal is too mean and rough a bedfellow for the fresh and newly developing staff renewal program. Eventually, however, it will be necessary to construct creative ways to link staff evaluation and staff development, for in healthy and open institutions they are one and the same.

Recommendations

1. Every state should have a staff development program coordinated by the unit in the state department of education responsible for community colleges. The state department should insure that every college has a program. Florida's plan could serve as a national model.

2. Every staff member in every community college should have a professional development plan, individually tailored in terms of the goals and resources of the college and the needs and potential of the individual staff member.

3. The most creative and potent staff development programs in community colleges should be identified as models. Descriptions of these models should be disseminated, and opportunities for visitation should be provided.

4. The most creative and potent programs in remedial and developmental education, staff evaluation, student personnel, multi-ethnic centers, media centers,

use of behavioral objectives, instructional technology, and other pertinent areas should be identified, information about them disseminated, and opportunities for visitation provided.

5. Highly competent consultants in all areas in which development is needed should be identified, and information regarding their experience and expertise should be made available.

6. Programmed packages on the history and philosophy of the community college, the nature and characteristics of community college students, innovations in teaching, and a variety of other areas should be developed to complement inservice programs.

7. The National Institute of Education or other appropriate agencies should study the professional development needs of various community college staff groups to identify the major needs of new career and mid-career staff. The needs of part-time staff, ethnic minorities, and women should receive special attention.

8. A study should be undertaken to determine the inservice opportunities available to community college staff through the Area Manpower Institutes for Development of Staff; the regional educational laboratories; business, labor, and industry training centers; universities and community colleges; and other agencies.

9. Institutes, workshops, retreats, and forums on a variety of topics should be offered to community college staff throughout the year in major regions of the country. The Danforth Summer Institute, the Bennett Conference, and the Westbrook Conference serve as models.

10. Community colleges should examine the present use of funds for staff development and reallocate funds for a well-planned, continuing program of staff development. The continuing education program should

support a significant portion of the staff development program.

11. The staff development program, in initial stages, should be separate from the staff evaluation process.

12. The staff development program is for everyone in the institution. Special programs should be planned for secretaries, instructors, administrators, custodians, trustees, paraprofessionals, and student personnel workers.

Summary

The quality of education in the community college depends primarily on the quality of staff. In the past, priorities were misplaced because of enchantment with increasing numbers—of students, of buildings, of programs, of colleges. The heyday of the 60's when increasing numbers seemed to equate with success is over. Now in the 70's community colleges must consolidate their gains in growth and examine carefully the quality of their staffs.

Preservice programs must be extended and reorganized to serve more directly the needs of the community college.

Inservice programs will need considerable development for, except in a very few cases, they are poorly organized and in many colleges non-existent.

Unless the priority of the future is placed on persons—the people who staff the people's college—the community college we know now may cease to exist and the community college we dream of may never come to be.

Governmental Actions Affecting Staff Development

Louis W. Bender

In concluding the first chapter of *Teachers for Tomorrow,* Terry O'Banion declares the community junior college is both a national and a community institution. Subsequently he emphasizes the teaching-learning centered commitment of the institution as it serves national egalitarian goals. A logical conclusion, then, would be that preservice and inservice staff development and improvement constitute the very backbone of any resources needed by the institution to succeed in its mission.

A basic assumption of this paper is that faculty, administrators, and supporting personnel represent the most important capital investment of the institution. Therefore,

preparation of future staff and upgrading or improvement of incumbents should be viewed as the highest priority and as a capital investment which needs special attention and separate financial support over and above day-to-day operating budgets.

Analysis of governmental actions, however, suggests no nation-wide commitment exists. If anything, the evidence reveals a lack of understanding of the concept of capital investment.

In France, a national policy provides for 2 percent of the budgets of all business, industry, and government to be committed for upgrading and inservice training activities. In sharp contrast, our national policy has been one of reaction to crisis rather than any planned commitment to the systematic upgrading of personnel. The National Defense Education Act (NDEA) was spawned by Sputnik. Even the Educational Professions Development Act (EPDA) was in response to a perceived threat to the national interest.

Federal Level

While many community and junior colleges were the recipients of staff development benefits under NDEA, monies for both preservice and inservice training were directed toward subject areas. Funds from the National Science Foundation and the National Endowment for the Humanities similarly are for training individuals committed to a discipline rather than to the mission of the comprehensive two-year college and its clientele.

No doubt a tremendous void would exist if it were not for many of the federal programs which directly or indirectly provide funds for staff development, including the Vocational Education Acts. Nevertheless, their fragmented and piecemeal nature is inappropriate and inadequate if the two-

year college is, in fact, both a national and a community institution.

Of the 90 grants made by the Fund for the Improvement of Post-Secondary Education for fiscal year 1973, 18 were made to two-year colleges. The appropriation for Strengthening Developing Institutions was doubled for the new fiscal year to $100 million, of which 24 percent must go to community and junior colleges. However, the appropriation for the Education Professions Development Act was cut from $8 million to $2 million for the new fiscal year. While important, these sources do necessitate an emphasis upon grantsmanship efforts and do not reflect any systematic national understanding or commitment to the capital investment concept.

An optimist, in examining the sequence and the nature of the various federal actions since 1958, could express some hope that the Education Amendments of 1972 will become instruments for national policy dealing with staff development in the two-year colleges. This law not only is directed toward a more orderly development of institutions and their educational programs, but also provides for training and development of staff as part of the state plans called for by the 1202 commissions. This provision of the law can be traced to the Williams Bill (The Comprehensive Community College Act of 1969), which was a direct product of the efforts of the AACJC to attain an omnibus two-year college law in place of the fragmented and unjustly administered parts and pieces of federal legislation for which the colleges supposedly qualified during the 60's. While the Williams Bill never became law, it became the model upon which the Education Amendments of 1972 were written.

The revenue sharing plan advocated by the present Administration may become the

alternative to the categorical federal programs. This Assembly should discuss the potential implications of such a plan particularly with regard to how federal legislation and guidelines can be directed to assure that any revenue sharing plan for post-secondary education embraces a sensitivity to the capital investment of two-year college staffs. The very fabric of the community and junior college is directly dependent upon the strength of the faculty being maintained and increased in the changing world of curriculum, instructional technology, teaching-learning styles, organizational patterns, equipment and facilities. Opportunities for staff to learn about and to adapt to these changes and innovations is fundamental to the future of the community and junior college as a national institution.

Recommendations

1. The AACJC should spearhead a national effort to develop an understanding and commitment to the capital investment concept of staff for the community and junior college in the same manner it successfully led efforts to bring national identity to the institution.

2. Efforts should be made to gain federal legislation which would establish a policy for committing a portion of federal funds for upgrading staff of all institutions of education, or include a provision in any revenue sharing legislation subsequently developed, that would guarantee that a percentage of federal monies be used for this purpose.

3. Efforts to overcome the disjointed and uncoordinated administration of existing federal programs should be continued.

4. Serious attention should be given to the potential dangers of federal agencies assuming a prescriptive stance over the comprehensive state plan called for in the Education Amendments of 1972. Conformity

and uniformity should not be the end product of state plans submitted under the provisions of that Act.

State Level

Legislation: Enabling legislation creating community and junior colleges in some states placed authority and responsiblity for staff development upon the state agencies while in other states such authority and responsibility was placed upon the local institutions. The Texas Higher Education Coordinating Act of 1965 charges the board to:

> Conduct, and encourage the institutions of higher education to conduct research into new methods, materials and techniques for improving the quality of instruction and for the maximum utilization of all available teaching techniques, devices, and resources...

Responsibility is also placed, sometimes subtly, upon the state agencies in Florida, Mississippi, New York, Pennsylvania, and Washington.

Authority and responsibility for staff development is placed upon local institutions in California, Iowa, New Jersey, Tennessee, and Wisconsin. The Code of Iowa is quite precise:

> *280A. 36. Faculty Development.* The administration of the college shall encourage the continued development of faculty potential by: (1) regularly stimulating department chairmen or heads to meet their responsibilities in this regard; (2) lightening the teaching loads of first-year instructors whose course preparation and inservice training demand it; (3) stimulating curricular evaluation; and (4) encouraging the development of an atmosphere in which the faculty brings a wide range of ideas and experiences to the students, each other,

and the community.

In addition to the Code, the Iowa Board of Public Instruction and the State Board of Regents developed a regulation complementing the law which reads:

> *5.3(4). Faculty Development.* Each area school shall develop and implement a plan for the continued development of faculty and administrative proficiency consistent with the provisions of Section 280A. 36, Code of Iowa. For purposes of this standard, administrators shall be regarded as members of the faculty.

State Regulations: Authority and responsibility for staff development has also been placed upon local institutions under regulations of many state boards. Virginia policies and regulations place responsibility of "staff recruitment and development" upon the president of each college. A further responsibility, in this regard, includes: "...maintaining professional activities for self development and for educational leadership of the college staff."

In New Jersey, state board regulations call upon the board of trustees and the president of each county community college:

> ...in conjunction with their faculty, to establish a formal procedure for the career development of all members of the professional staff, including, but not limited to, a systematic and regular evaluation for the purpose of identifying any deficiencies, extending assistance for their correction, and improving instruction.

Personnel regulations of the Washington State Board for Community Colleges lists among responsibilities of the education program director of the state agency:

> ...plan and direct the program to provide supervisory and consultative services for improvement of the cur-

riculum, administrative and instruction practices in the field of education.

...visit community colleges in state to examine teaching methods and curricula...develop policies and procedures relating to preservice and inservice teacher training.

State Master Plans: The state plan of the Maryland State Board for Community Colleges calls for each institution to make a budgetary commitment for inservice training of faculty and staff. It also urges the legislature to provide funds to the state board for conducting state-wide workshops, seminars, and other inservice activities. The state plan in Illinois also calls upon local institutions to make a budgetary commitment for staff development.

Funding: Statutory provisions, state regulations, or state master plan recommendations for staff development effort[illegible]e of questionable value unless financial resources are made available to implement the program. Paradoxically, many state legislatures call for staff development but assume implementation and funding will come out of thin air or the operating budgets of the institutions. Only the state of Florida has provided a separate appropriation designed to implement its staff and program development efforts. Connecticut has provided indirect state funding for staff development by statutorily authorizing 50 percent reimbursement of tuition for faculty members taking credit courses at colleges and universities in the state. Hawaii, Kentucky, and Rhode Island provide tuition-free policies as part of their staff development programs, although no effort has been made to relate such study to the objectives of the institution.

Other Actions: Enabling legislation creating public community and junior colleges since World War II avoided prescribing any

certification requirements beyond an academic credential. In an effort to be consistent with traditions of higher education, older junior college systems even sought to remove certification requirements from law as the two-year institutions overtly tried to extricate themselves from school district control. Florida (one of the few remaining states to require certification based upon minimal preservice exposure to the mission of the comprehensive community college, the nature of college teaching, and an internship) enacted a law in 1973 to dispose of this requirement.

In spite of legitimate arguments against the shortcomings of certification, it should be observed that the overt attempt to emulate baccalaureate institutions has contributed to discipline-centered or even research-oriented university programs as the major preservice avenue for faculty of community-junior colleges. Recent efforts of the AACJC and many two-year college leaders to foster more appropriate preservice training programs would be enhanced if minimal requirements were adopted on a statewide basis. Understanding of the nature of student clienteles, competency-based instructional strategies, the psychology of learning of the different age groups, and the mission of the community college, together with meaningful internship training, may have been sacrificed by rejecting certification in favor of an academic credential determined by the university.

Recommendations

1. States should study existing preservice provisions, giving visibility through public reports on the nature of present efforts and their relevancy to the need of the community and junior college.

2. States should develop a plan for inservice programs which individual institu-

tions have formulated through long-range plans and priorities as well as immediate annual plans. States should also foster maximum use of funds and resources by identifying possible consortial or cooperative approaches to inservice efforts.

3. States should identify appropriate areas for state-sponsored and conducted inservice programs.

4. AACJC should develop a policy statement on staff development requirements which includes guidelines for use by states seeking assistance in making (1) preservice programs more relevant to mission, and (2) inservice programs more inclusive and consistent.

A Statewide Model for Staff Development

Florida is the only state known to have a staff and program development law which is funded apart from local or federal funds. O'Banion and others have recommended it as a national model. The Florida Legislature enacted a law whereby a separate appropriation is made by a formula of 3 percent times the total state appropriation for salaries in the community college system (authorized to increase to 5 percent but not implemented) for staff and program development. While improvement of program offerings of the colleges is encompassed in the law, only the staff development portion will be treated here. It is defined as:

> Improvement of staff conpetency for both current requirements or new applications; up-dating on subject matter, teaching techniques, foundation disciplines, and methods and media use.

Each institution is required to develop a five-year plan for staff development activities based upon an assessment of needs and established priorities for addressing the needs. A five-year goals plan must be submitted to the State Division of Community

Colleges for approval, as well as an annual plan which identifies specific activities to be pursued with budgetary commitments to be made for each during the year. An evaluation and status report is required at the end of each year—intended to measure the success of activities already undertaken and to re-assess alternatives or changes for subsequent fiscal year activities. The guidelines were developed cooperatively between the institutions and the state agency. There is an annual review of the overall effectiveness of the program by the Council of Presidents and the state director.

In order to guarantee that funds intended to support staff development are appropriately used, restrictions were developed to avoid use of resources for salary increases or fringe benefits, purchase of equipment, support of institutional self study for accreditation, or to pay for any normal expenses common to the operation of the college. The Division of Community Colleges annually publishes a report on all staff and program development activities for the year, as well as the evaluation and cost of each activity undertaken by the institutions.

Of special significance is the separation of the staff and program development appropriation from the overall operational costs of the institution. This assures understanding and commitment to the capital investment concept.

Recommendations

1. AACJC should develop a report on the Florida staff and program development model and give it national distribution.

2. The Florida model should be examined with a view toward designing a preservice plan in which state universities, community and junior colleges, and state agencies develop coordinated efforts to produce relevant preservice programs for

community and junior college staffs.

3. Where the size of state systems is too small to make Recommendation 2 practical for a state, regional cooperative arrangements should be explored along the lines of the Southern Regional Education Board (SREB) "common market concept" whereby universities would waive out-of-state tuition rates for students sponsored by the community and junior college agencies of participating states.

Survey of State Directors

As part of the research undertaken for this paper, a national survey of state directors of community junior colleges was conducted regarding state-wide development efforts. Briefly stated, three questions were asked: "What is?" "What is being considered?" "What ought to be?" A copy of O'Banion's "Summary of Recommendations" from *Teachers for Tomorrow* was included. Responses were received from 37 states.

What Is? With the exception of Florida, none of the states reported legislation providing funding for a staff development program. Twenty-five of the respondents indicated staff development activities are primarily undertaken through institutional efforts funded from federal sources. Orientation efforts for new staff members was the most frequent activity reported, typically funded from the operating budget of the individual institution. Thirty-one respondents reported the state agency attempted to provide inservice conferences or workshops for trustees, administrators, or faculty from time to time on an ad hoc basis and generally dependent upon participants supporting their own travel and per diem costs from local funds.

What Is Being Considered?: Only four respondents indicated any present efforts or consideration directed toward staff de-

velopment programs. South Carolina reported an effort by the state board to have each institution voluntarily draw up a staff development plan for its review. (Maryland's plan called for the same approach.) Alabama developed a position paper for submission to the governor with the request that legislation be introduced to support a staff development program.

What Ought To Be?: Quite interesting perspectives were evident in response to the question of what ought to be. Eleven state directors opposed the idea of a state imposed staff development program. The sentiment of this view can be seen from the following excerpt of one letter:

> I doubt the wisdom of special legislative allocation for staff development. While we can always use the money, when legislative bodies get that involved they usually attach various and numerous conditions and requirements that are best left to governing boards and/or college staffs. Each institution, as a part of the accepted cost of its instruction program, should provide for staff development.

Twenty-one respondents favored local determination and funding for staff development. One director concluded: "I do not see the state preempting the primary responsibility and removing it from the local institution."

Fifteen directors felt staff development programs would be haphazard and spotty unless there were state leadership. One state director reported:

> At the present time, there are no legislative provisions or provisions otherwise that pertain to the inservice staff development for this state. With regard to what ought to be, I would find it very difficult to improve upon O'Banion's comments that you so graciously

included in your letter. In fact, O'Banion's comments provide considerable food for thought.

Another director stated:

> We have no programs being tried, at least to my knowledge, which could be considered of a formal type. However, your letter and the accompanying document certainly will tend to stimulate us toward thinking about it.

Twelve of the respondents were specifically concerned that federal funds for staff development might dry up. They indicated a need for the AACJC and the National Council of State Directors of Community Junior Colleges to inform Congress of the importance of federal monies to the staff development of community and junior colleges nationally.

Recommendations

1. Each state should examine its circumstances and develop a strategy of action cooperatively between the state director and the presidents of the constituent colleges.
2. AACJC and the National Council of State Directors of Community Junior Colleges should cooperate to make legislatures aware of the capital investment concept.
3. States should encourage each institution to identify a staff development officer responsible for overall planning and coordination of inservice efforts within each institution.
4. Each state director should establish a network for working with the staff development officers of the constituent institutions to maximize cooperation and coordination.

Summary

Community and junior colleges are na-

tional as well as local institutions. Research on staff development efforts as part of a capital investment concept of developing and upgrading human resources leads to the conclusion that governmental actions have been ad hoc in response to crisis nationally and to societal pressures at the state and local levels. Federal legislation providing funds, while the most consistent resource for staff development to date, has contributed to a piecemeal approach. Opportunity for broad and consistent coverage may be a potential within the Education Amendments of 1972.

Although state legislatures have, in some cases, placed responsibility for staff development upon state boards or upon local boards, they have not provided funds to fulfill the responsibility. (The exception, of course, would be Florida.) Local institutions would benefit from comprehensive statewide plans for staff preservice and inservice education. Such plans should coordinate efforts of the community and junior colleges with the state agency to foster relevant preservice programs in the universities and efficient economical inservice activities among the two-year colleges.

College Environment as a Determinant in Staff Development

Charles C. Collins

It is difficult to write about staff development without implying that present staff members are a dismal collection of failures. This simply is not true. Every community college, even those with foul institutional climates, has some instructors and some counselors who let the sun shine in. Who knows how they achieve such excellence?

Maybe their genes made them natural born educators. This is a mystical explanation at best, and even if so, the genetic pool puts us in short supply. More likely, they are self-made in the sense that they taught themselves. It is doubtful if many would attribute their success to the comprehensive,

relevant and long-lasting preservice training they received at their universities. And it is equally doubtful if many would give much credit to the intensive, supportive, continuous in-service training provided by the college that employs them.

The Case for Pedagogy

It is an odd thing that institutions staffed by teachers put such small store in teaching teachers. To be sure, learning is always self-learning but teaching can be the instrumentality for that self-learning. Pedagogy is an honorable, teachable field of learning.

Item: There are issues in the philosophy of education to be examined.

Item: There are philosophic and personal commitments to be made.

Item: There is a pressing necessity to come to know self vis a vis others.

Item: There are attitudinal conflicts that have to be resolved.

Item: There is a body of knowledge concerning students in general and a methodology for collecting knowledge on students in particular.

Item: There are theories of learning that are worth the knowing.

Item: There are learning strategies that are vastly preferable to willy-nilly approaches.

Item: There are teaching tactics that work.

Item: There is a vast difference between being a dispensor of information and being a manager of learning.

Item: There is a whole new array of educational technologies.

Item: There is a profession which has privileges, responsibilities, and a code of ethics.

The list could go on but the point is obvious. It is also obvious that the best time to start teaching all this is when novice

If the college concerns itself mostly with the cognitive learning of the student, it is difficult to imagine that the college would venture much beyond the cognitive in the learning of the faculty. Colleges that are equally concerned with process learning and affective learning by the students are much more likely to evolve a professional development program with a similar melding of cognitive, process and affective learning. Of course, the cause-effect relationship could go the other way: if the curriculum for staff members, especially young, new staff members, was oriented to process learning and affective learning as well as cognitive learning then these staff members might well become change agents in the reform of student curricula.

Teacher Satisfactions

Students are not the sole inhabitants of a college environment. Colleges would not exist without students but neither would colleges exist without a staff. There is a sort of pious fiction that colleges serve only the students but 10 minutes of honest observation of any college will demonstrate that this is only partly true. Students and staff live together in a symbiotic relationship, hence colleges exist for teachers and counselors and administrators as well as for students. If it is recognized that the permanent participants in college must find meaning and significance and pleasure in what they are doing, then any plans for staff development will begin to accommodate to the actual, not fictional, environment of a college. True, the ends of a professional development program are to make learning easier, more effective and more pleasurable for the students. But, these goals are not possible unless this program also speaks to teacher growth, teacher satisfaction, and teacher self-renewal.

Life Stages in the Profession

Old faculty members, often touched with academic arteriosclerosis, are not likely to be enthusiastic supporters of programs that carry the message "You've been doing it all wrong and you'll have to start over." Further, colleges that deal them out or bypass them are simply creating a climate of opposition and sabotage. They need to be involved in ways that are congruent with the life stages of professional educators. There has been far too little thought given to synchronizing the steps on the career ladder to the phases of adult life. An institution-wide professional development program offers some significant opportunities in this regard. The journeyman could enjoy the status and ego-satisfactions that accrue from helping apprentices. The talents and special knowledge of the older faculty could be tapped by using them as in-house consultants. Master classes could be organized in which teachers who have developed full mastery of a learning strategy or teaching tactic would share it with their peers. And, not many, but a few, could grow into the professional development facilitator's role.

Organizational Structure

The organizational structure of a college will be a most determinant factor in staff development. Colleges that have rigid departments or divisions which jealously guard their autonomy are probably destined to have department or division dominated staff development. Some will have it and some won't. Even departments which genuinely desire to upgrade themselves will have difficulty in garnering money, staff, released time and the other essentials of a professional development program worthy of the name. Colleges with operational power divided between the dean of instruction and the dean of student personnel are, most likely, going to have staff development

divided into these same two segments. Since these deans are line officers responsible for the ever-threatening evaluation and an unending succession of other duties, their past records and their prognosis of achievement are both rather dismal. Colleges with flattened administrative hierarchies and with the tradition of staff offices reporting directly to the president are most likely to have a specially trained person whose staff function is exclusively that of professional development of the faculty.

The Professional Development Facilitator

People are also environmental determinants. Witness the role of the president, the attitudes of the old faculty, the needs of the young interns. Hence it seems appropriate to end this paper on environmental determinants of staff development by giving one possible answer to the question "Who will teach the teachers?" Mention has been made of the leadership of the professional development facilitator without describing who he is, where he comes from, and what his qualifications are. Attention will now be turned to this new position envisioned for all community colleges and now being tested at Los Medanos College in the Contra Costa Community College District in California.

Put in the most general yet boldest terms, the professional development facilitator should be a person qualified by personality, by experience, and by training to be an educational change agent. The term "consultant" might be as accurate as "facilitator" but suggests that he is an outsider brought in on occasion to consult. This is not what is proposed. There should be outside consultants brought in when their expertise becomes crucial to the progress of the interns. However, this facilitator of professional development should be an inside consultant, a staff officer of the college whose

single, but most significant responsibility, should be to help novice teachers become journeyman teachers and journeyman teachers become master teachers.

From experience and from preparation, this facilitator of staff development should be a scholar in the field of community college education and should be a specialist in curriculum and instruction. He (or she) should be what deans of instruction cannot be because of the breadth and immediacy of the administrative demands inherent within that position; namely, a master teacher and a learning theorist who would devote himself to helping teachers, particularly novice teachers, in solving the learning/teaching equation.

The professional development facilitator should be more. He should be an analyst of the societal forces at play in the immediate and in the larger community and, in parallel, an analyst of the implications of these societal forces for what is taught (curriculum) and how it is taught (instruction). He should be a student of social change and should be the idea man on how educational experiences can prepare people to meet predictable changes. He should be the closest thing yet available to a practicing philosopher of community college education, and, in this capacity, he should exert his most profound influences in planning for and effecting the proper induction of new staff members. He should qualify through some experience and preparation to be consultant to the counselors and librarians as well as to the teaching staff.

By the foregoing description of this position it should become apparent that the functions of the professional development facilitator are much more encompassing than those of the similarly titled educational development officer (E.D.O.). The latter, as described in current literature, are

specialists in writing behavioral objectives and in applying systems analysis to the preparation and teaching of courses. The professional development facilitator would not be ignorant of these important skills but he would be much more of a generalist; he would be more philosopher and learning theorist than technician.

It may also appear as though the advertisement for candidates for this position should read, "Only paragons need apply." Fortunately, this is not the case, for paragons of anything are in short supply. There are such people, probably several on every campus, who could step into this facilitator role tomorrow and would only be doing in an official and concerted way that which they have done for years in an unofficial, extra-duty, boot-legged way.

The professional development facilitator should be looked upon and used strictly as a staff officer. He should derive his initial and formal authority from the college president and should receive the president's special support at least until he and his program establishes intrinsic authority.

The professional development officer should work as a colleague and as a staff man with the subject area deans and with the director of learning resources. Great care should be taken to clearly delineate the line functions of the deans from the staff functions of the professional development facilitator. He should be deeply, almost singly, concerned with the professional development of instructors, but should be divorced from any aspect of judgmental evaluation that touches on the question of retention or dismissal.

Summary

Teachers are far more than dispensers of information. Yet, universities do very little in pre-service training to make them

more than subject area specialists and, strangely, institutions of learning such as community colleges have done equally little in providing in-service training to upgrade their staff members.

Community colleges are now awakening to the absurdity of assuming that subject area specialists are, ipso facto, teachers. Community colleges are beginning to concern themselves with professional development and are facing up to essential preconditions such as presidential support, institutional commitment, money, released time, and a staff person to make it all work.

The nature of the professional development program that emerges will be determined by the institutional goals, by the curricular perspectives, by the need-satisfactions of the teachers, by the life stages of the faculty, and by the organizational structure of the particular college in question.

All of these complicating environmental factors suggest the need for a new staff position, that of professional development facilitator. This is an emerging position and the definition given is only that of the professional development facilitator in the Los Medanos College model of staff development—now in its first year of operation and evaluation.

Differentiated Staffing Patterns and Potentials

Ervin L. Harlacher and Eleanor Roberts

Throughout the nation's history of higher education, administrators and the general public have demanded more from their teachers than has been demanded from persons in almost any other profession. Hiring requirements for community college teachers, for instance, have usually stipulated possession of at least a master's degree in the academic subject area they proposed to teach, a credential (in many states) that certified them to teach Grades 13 and 14, and a specified period of teaching experience.

Once on the job, however, they have been expected to serve as curriculum planners, diagnosticians, lecturers, technicians, even clerks. Theirs is a constant strug-

gle to manage classrooms, construct and grade tests, serve on committees, participate in community activities, and perform myriad other unanticipated chores. The single demand that, historically, has been omitted from the almost endless list of expectations is: the teacher will provide evidence of student learning.

The result of all this has been differential education.

The myth that individual differences exist only among students has been allowed to persist and, in consequence, it has been assumed that teachers could perform their diversity of teaching tasks with equal facility. A further consequence has been a largely teacher-planned and teacher-controlled learning process, which may be compatible with the organizational stereotype of the four-year institutions but certainly ought not to be countenanced in a comprehensive community college.

The Brookdale Plan

Brookdale Community College has taken some first steps toward changing this widespread behavior by differentiating teaching into various roles and responsibilities in order to utilize fully the varying interests, abilities, and ambitions of faculty. Auxiliary personnel have been employed to relieve faculty of some nonteaching tasks. Brookdale has organized its instructional staff into functional teams of specialists and assistants, each discharging different duties, each working closely with other team members, each contributing to the learning process at the level of his training and in accordance with his interests.

Experimentation with a new approach to learning is always hazardous when few, if any, research-based criteria for its success have been established. In 1968, when the ten-year master plan for Brookdale was being

designed, there were no criteria—other than those theoretically assumed—for differentiated staffing at the community college level. Only two communities in the entire country—Temple City, California, and Kansas City, Missouri—had had the temerity to implement the concept in their elementary and secondary schools, and the results were not yet in. Nevertheless, in committing the new college to being a learner- and learning-centered institution, operated on the systems approach to instruction, the master plan boldly faced the necessity of taking the risk in order to meet the challenges of human progress: it stipulated both differentiated staffing and educational technology as means by which Brookdale would provide individualized learning systems for all students as well as increase the productivity of its professional staff.

The planners' rationale for this decision was uncomplicated. An instructional staff, like a hospital staff, should be assigned to duties for which their areas of specialization or expertise best suit them, have access to the most modern technological equipment, and work in teams. Like a hospital, a college deals in the diagnosis and treatment of human needs and in evaluating the treatment's effectiveness. Therefore, unlike its more conventional predecessors, Brookdale would not leave to the chief surgeon (teacher) the responsibility for dispensing all three services; it would provide him with the specialized and technical teammates he needed to assure salient results from the treatment prescribed.

During its first two years in operation, the college was preoccupied with orienting both students and faculty to the systems approach, and with educating its staff to perform efficiently under a decentralized plan of organization. That plan, based on the "cluster college" concept, grouped programs in related

disciplines—both career and transfer—into four academic institutes under the management of separate deans. It also established a learning center (as opposed to departments) for each cluster of programs, and provided for a functional team for each program within a cluster.

It was not until early in its third year, however, that the college adopted a regulation on functional teams which set in motion the machinery for the implementation of differentiated staffing. Functional teams were defined as "a mix of professionals (teaching faculty, media specialists, and student development specialists), paraprofessionals (aides and assistants), and clerical personnel," who would "work together in planning, developing, and implementing instruction." The teams were designed "to provide a setting in which the special talents of the individual faculty member are more appropriately utilized so that the student may be offered the best that the educational program has to offer."

Since the adoption of this regulation, other members have been added to the functional teams: student activities specialists (who assist the student in integrating his learning experiences with his life activities); nontenured part-time faculty (whose competencies augment those of the full-time faculty without swelling the ranks of permanent staff); and community volunteers (whose practical knowledge supplements theoretical learnings).

In order to administer the functional teams, each institute has inaugurated the following instructional organization:

(1) The institute dean, whose primary functions include administration, curriculum, instruction, and budget management, is responsible to the vice president for academic affairs for the development, super-

vision, coordination, and evaluation of the programs of his institute.

(2) The learning center chairman is directly responsible to the dean for the administration of his particular learning center, and for the supervision and evaluation of faculty members assigned to it.

(3) The team leader is responsible to the learning center chairman for leading the team members in developing and approving the curriculum of the course(s) assigned to the team, and for coordinating team planning and presentation of instruction.

(4) Team members are appointed by the institute dean upon recommendation of the learning center chairman, and function in the several specialized roles required by the instructional program.

The learning center chairman (usually a full professor or an associate professor) has a thorough understanding of the systems approach to instruction, and the ability to write in behavioral terms effective learning objectives and evaluative devices as well as to construct learning materials. Well versed in research methodology and evaluation of instruction, the chairman is expected to introduce new concepts and ideas at the team level. He also works to raise the level of teacher specialization in specific subject areas within program clusters, and represents the peak of professional advancement to aspiring teachers.

The team leader (an associate professor), in cooperation with the teaching members of his team, prepares the learning objectives for each course assigned to the team; designs evaluative instruments for each course; reviews, evaluates, and makes recomendations relative to course plans, testing procedures, and research projects. He coordinates these activities with the learning center chairman and, as appropriate, with the directors of curriculum design, media

development, learning resources center, and research. An acknowledged master practitioner (a "teacher's teacher"), he has primary responsibility for applying curriculum and instructional innovation to the learning process.

Professional staff team members (usually assistant professors and instructors) are deployed in activities for which they are most capable; e.g., those who are particularly effective as large-group lecturers make such presentations; those who are adept at directing independent study do so; those whose forte is student motivation—discussion leaders who have the necessary patience and skill to promote student interaction—are so assigned. They are not locked into these activities, however, for they are continually assisted by their center chairmen in upgrading and expanding their skills as learning managers, always looking toward professional advancement.

Promoting Professional Growth

It is too soon, on the basis of empirical evidence collected at Brookdale, to predict that differentiated staffing is a panacea for all the educational ills with which a system might be afflicted. Certainly, it does not transform the slow student into a brilliant one, nor does it guarantee that teacher talents will always be appropriately used. Theoretically, however, such staffing does provide several benefits for the teacher. It allows for teacher involvement in decision-making. It utilizes the special skills and knowledge of each team member. It increases each individual's feeling of self-worth by using his unique talents, and by providing opportunities for growth.

Though these assumptions have yet to be validated conclusively, at Brookdale a start is being made. Teacher involvement in decision-making is effected in two ways:

(1) through curriculum planning and approval at the team level, and (2) through a unique plan for shared governance which vests authority for legislative action to implement college policy in a representative legislature that includes faculty, administration, students, and nonacademic staff. The legislature is a federalized system with councils in each of the college's institutes and a college assembly for issues of general concern.

Besides assuming the greater responsibility resulting from their involvement in decision-making, teachers are also being released from their conventional roles in order to provide the latitude needed for demonstrating individual competencies. For probationary teachers, the probationary years become a period of intensive inservice training designed to retrain conventional teachers as "learning managers" and, during this time, they are evaluated against rigorous performance objectives. (Only those faculty who meet these standards [behaviors of a Brookdale master educator] are nominated for tenure to the board of trustees.)

Team planning of curriculum and instructional strategies provides unique opportunities for professional growth and development. Time was, as William Goldstein[1] tells us, when

> ...the "development" of lessons sprang Minerva-like from the head of the teacher into full classroom realization, then and there; this unnatural birth, however superficially glittering and sensational, has proven to be consistently inadequate. The absence of sequence and systematic development of material to be mastered results in punctured lessons and wounded curricula.
>
> Thusly, if one accepts the thesis that sound planning is the heart of fine teaching, he may extend the metaphor by

recommending a kind of coronary transplant—a shift from academic voodoo to modern medicine.

Facilitating Student Learning

All individualized programs of learning are designed to provide for individual differences in learning style and pace. Under differentiated staffing, and with the use of technological education, both slow and rapid learners can be accommodated. A team's student development specialist, for example, first prescribes learning strategies for each student, then monitors progress through course objectives and, where necessary, redefines a slow learner's goals and reassesses possibilities for the more rapid learner. For the former, more one-to-one interaction with a team member may be indicated. For the latter, independent study may be his solution, and the teacher who is most able to program a series of learning experiences is identified.

All team members are available for group and/or individual consultation at some time during the eight-hour day, whether scheduled or unscheduled. But the practice of specifying through college regulation a minimum or maximum number of faculty contact and/or office hours per week is inimical to the college's concept of highly professional functional teams, which determine their members' assignments and schedules and operate freely in learning centers, accountable only for ensuring that their students master learning tasks.

"Controlling" Number of Tenured Faculty

Observing that teaching today is where "agriculture was around 1750 when it took twenty men on the farm to feed one nonfarmer in town," Peter Drucker[2] predicted that "if we continue as presently, by 1999 half of the population of the United States will be up front teaching."

Perhaps remembering this prediction, and because fiscal responsibility for community colleges is shifting increasingly from the local community to the state, legislators have begun to view with alarm rising costs in this segment of higher education. New Jersey is no exception. A recent resolution of the Board of Higher Education urged all community colleges in the state to take measures limiting the number of tenured faculty employed in any given year vis-a-vis the total faculty and student enrollment in order to retain maximum flexibility to meet changing educational needs. Brookdale's response was its board policy on staffing and tenure of instructional staff members.

The policy reiterated the ten-year master plan's commitment to increasing professional staff productivity through differentiated staffing and technological education, and outlined its staffing guidelines which provide for a 1:28 ratio of full-time "teaching faculty" to full-time students. It also defined "full-time teaching faculty" as "those with the rank of instructor, assistant professor, associate professor, or professor who serve as team leaders or team members and who are carrying a full load of student credit hours and/or performing assignments in curriculum development." The rather rigorous requirements for qualifying as "full-time teaching faculty" have been described elsewhere in this paper.

In a letter transmitting a copy of this policy to the chancellor of higher education, the president of the college pointed out that "based on next year's (1973-74) budgeted enrollment of 5,000 FTES and 3,700 full-time students, if Brookdale employed conventional community college staffing practices (21:1 student/faculty ratio), 238 full-time faculty would be required for 5,000 FTES. Brookdale will actually employ, however, only 132 full-time faculty...

based on full-time students (3,700)." This number, he also stated, would not be increased "even if 100 percent of the candidates achieved the performance objectives (because under our staffing guidelines) our experience to date indicates that only 60 to 67 percent of the potential candidates actually achieve tenure."

Thus, Brookdale's board policy (1) addressed the objective of the resolution, (2) was based on a preventive rather than a curative approach, (3) protected the college's extensive investment in inservice training by permitting all to master the performance objectives, and (4) retained maximum flexibility for a future change in direction.

Summary and Conclusions

Although several plans for differentiated staffing have been reported in the literature, the one adopted at Brookdale seems to provide good possibilities for professional growth and development, effective student learning, and prevention of overstaffing permanent faculty. The plan has been in operation too short a time to assure its superiority; but it does provide an empirical base from which to develop much needed research studies.

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Work Experience as a Means of Preparation and Renewal

Arden L. Pratt

The president of Haverford College, John R. Coleman, recently took a personal step to break what he calls "the lockstep" in education—a process that leads in a straight line from kindergarten through graduate school into the walled offices of academia. During a four-month leave, Coleman worked as a ditch digger, a dish washer, a kitchen helper and as a garbage man. He was fired from one of the jobs after only one hour. "It was amazingly demoralizing," he said. As a result of the experience, President Coleman recommended to the trustees that Haverford students be required to take time out for work before receiving their degrees.

Coleman said, "I began to see there was

tremendous arrogance among higher education professionals. We get a very distorted view of ourselves and become very intolerant of other points of view.... You begin to take yourself very seriously.... You forget elementary things about people."[1]

Extent of Work Experience

Faculty and staff members of community and junior colleges, for the most part, have some work experience. Business and industry make up one of the five major sources for community college faculty recruitment. A recent study[2] showed that the majority of two-year college faculty have taught six or more years and have had considerable work experience outside education. Incidence of full-time employment outside education (excluding summer work) ranged from over 80 percent of the full-time teachers in technical institutes to two-thirds of those in community and junior colleges and over half of those in branch campuses. Most of the outside work experience was in business, followed closely by the skilled trades for males, and health services for women. Work experience, therefore, is an important component in the preparation of faculty and staff members.

Certain kinds of non-paid experiences are similar to paid work experience. Memberships on school boards, legislative bodies, architectural review boards, municipal planning boards, and periods of service in volunteer agencies such as the Peace Corps, Vista, and the Salvation Army often carry the same level of responsibility and the same kind of human interactions as paid employment. These should be so recognized if work experience is used as a formal criterion for professional development.

Rationale for Work Experience

Work experience fills cognitive needs

in development of faculty and staff by affording individuals opportunities to experience real situations in the field and to sharpen necessary skills. Because of legal or accreditation requirements, in some cases an individual is not allowed to teach unless he or she has worked in the field.

Individuals with employment experience develop styles marked by the competitive spirit of the economic marketplace. Educationists develop life styles based on the competitiveness of the academic marketplace and the graduate school. These types and levels of competitiveness are totally different. William Birenbaum says, "The objectives of higher education transcend the preparation of people for economic survival. But to equip men for such survival is an indisputable element of the purposes of education, higher and lower. In the United States we would expect hardly anyone to argue with this proposition."[3]

Work experience is useful to the individual on the affective level. Coleman believes work experience assists the professional educator in relating to all individuals with whom he comes into contact; in understanding some problems of the faculty, students, and lay public; and experiencing what Charles A. Reich[4] terms "consciousness." The three major types of faculty—the high school teacher, the university graduate, and the business/industry dropout—come to the community college content-oriented and not people-oriented or process-oriented, both of which are needed to be effective teachers. An individual who has had the opportunity to work is in contact with a far greater variety of personalities than would be possible on a college campus, where association is mainly with peers. Thus work experience offers the opportunity to gain a more enlightened view of the world and its human forces.

An individual in the working world will learn to communicate in that setting. The lockstep educationist is apt to attempt to communicate in pedagese. This is acceptable and possibly useful when addressing another equally well informed in that pseudo language. However, students usually resemble real people and must be dealt with on that level.

Issues Relating to Work Experience

Validity of Work Experience: The desirability of recognition of practical experiences of individuals entering faculty positions was noted by the American Council on Education. It recommended that "especially for those faculty members who are teaching in the occupational areas an occupational competence which included practical on-the-job experience with due recognition for this practical experience" was a necessity.[5] Many contracts and other operational personnel policies define the minimum preparation for community college faculty as the master's degree in an academic area or "equivalent experience" for the occupational teacher. Completion of a two-year program in auto mechanics and four years on the job as mechanic and shop foreman is not "equivalent" to a master's degree in psychology, but the four years of work experience is as valid a preparation (and probably more so) for the automotive teacher as is the master's degree in psychology for the psychology teacher.

Recommendations

1. Entry qualifications for staff positions in community colleges should be based primarily on the competencies required rather than on specific degree requirements.

Status and Compensation for Work Experience: Faculty members often gain salary increments for completing a specific

number of credit hours. What of the teacher who spends a three-month period in a job or is serving in a volunteer agency? What benefits will the teacher gain for this service?

Many colleges and universities are now recognizing work experience as a part of the formal degree structure. Southern Illinois University at Carbondale, for example, now allows up to 48 quarter hours for work experience, the equivalent of more than one full year's work toward the baccalaureate degree. Recommendations have been made that the community colleges grant credit for work experience in a similar way, and that credit should be a basis for salary increments.

2. Preservice or inservice work experience should be equated with credit hours and be recognized as formal credits for compensation and promotion benefits.

Balance of Academic Preparation and Work Experience: The issue should not be work experience versus academic preparation, but what is the best balance between the two areas. Courses in curriculum analysis and construction, use of instructional technology, and instructional techniques can certainly assist the automotive teacher. An individual cannot, however, learn how to repair an automobile or to deal with people in those kinds of courses. William Birenbaum has said,

> Meaning begins with observation...Perception is a concept which binds together the dynamics of how we think with how we create an act. Experience is the catalyst for intellectual and artistic results. But many of the significant experiences from which people learn do not occur within the confines of the institutions whose declared purpose is formal learning. Teachers, professionally educated and legally

certified, often do not direct, influence, or even recognize the most significant learning occasions.

A Hazen Foundation report, *The Student in Higher Education*, implies the same general philosophy.

> It would be extraordinarily helpful if some teachers were not from the academic community. No disrespect for the worldliness or sophistication of the college professor is meant by this recommendation, but students would benefit greatly from occasional and even frequent contact with instructors whose primary orientation is not academic. The world is made up of vast varieties of people, and despite the increase in the number of professional academicians, they are still but a small minority of the human race. For the college to facilitate the fullest growth of the human personality, it ought to reflect the world beyond the campus in every feasible way. Besides the nonacademic sector of society might be greatly enriched if some of their members had more frequent contact with the college students and faculty.[6]

3. All individuals should be required to have a period of work experience, other than educational, before he or she is employed in any faculty or staff position in a community college.

Since most doctorates are research oriented, it is natural that Gillie, Leslie, and Bloom reported that "faculty holding the doctorate compared with all other degree categories were significantly more negative toward accepting occupational programs and community services as important goals for the community college."[7] Conversely, the educational philosophy engendered by work experience is very similar to that gen-

erally espoused by community colleges.

4. While the doctorate may be a legitimate element in the preparation of administrators, that degree should be considered in awarding salary increments or promotion to community college faculty members only insofar as its elements are pertinent to the assignments.

Work Experience vs. Simulation: If the sole objective of experience in staff preparation is to build skill proficiency, simulation, in most cases, can be as effective as actual work experience. The teacher who has very limited experience outside (the euphemism used by prisoners seems apt here) generally will use the techniques of simulation, observation, demonstration, or visualization in his teaching. Career oriented teaching, for example, requires competencies and awarenesses few traditional colleges can provide. Many elements available through work experience are omitted in these simulation methods. It is becoming increasingly apparent that if education is to be relevant—particularly to the unique needs of minority and disadvantaged students—it must be removed from within the confines of the campus. This necessary breakdown of the wall between the school and life, with the emphasis upon learning process, allows the student to be free to explore the social and cultural relevance of his or her learning. Work-study programs become the rule rather than the exception. The cultural experiences of minority students particularly are made an integral and meaningful part of education. The instructor with work experience will be more likely to accept and initiate this kind of learning experience than the one who has completed a traditional degree program and has moved directly into a teaching position.

5. A community college must accept the commitment to seek a variety of methods

to implement work-study programs as one important element in eliminating the barrier between school and life.

Work Experience as an Element in Pre-Service Preparation Programs: Professional internships and supervised work experience are included in many preservice community college teacher preparation programs. Some programs include only experiences professionally related to the teaching specialty. A few include other experience.

6. All preservice staff preparation programs should include an element of work experience other than professional internships.

Work Experience as an Element in Staff Renewal: Programs for staff updating, upgrading, and renewal in some colleges do allow the inclusion of work experience. The traditional sabbatical period designed for rejuvenation, renewal, writing, and intellectual pursuits can now be used for a work experience, but usually is not. For an individual who has had several years of uninterrupted teaching experience, a period in a different job may be all that is needed for renewal. However, the sabbatical should not be forced toward this kind of renewal experience. On the contrary, it seems that a new type work experience program should be initiated beyond the sabbatical. Its duration could be one week or a year, depending upon the objective. The intensive management workshops offered during recent years may serve as models for effective short duration experiences. One of Postman and Weingartner's 16 proposals to improve teaching is "require every teacher to take a one year leave of absence every fourth year to work in some field other than education. Such an experience can be taken as evidence, albeit shaky, that the teacher has been in

contact with reality at some point in his life. Recommended occupations: bartender, cab driver, garment worker, waiter."[8]

In spite of arguments in support of full year operations of most educational institutions—efficient use of facilities, better use of faculty, more frequent entry possibilities for students—the summer is not considered part of the "regular" academic year and could be used for work experience for many teachers. Partial support by the institution might be required since in some industries and businesses summer is also a slow period.

7. Funds should be made available to offer some twelve-month contracts for nine months of teaching. These contracts could include lesser pay during the off-term, thus encouraging the staff member to seek outside employment.

It is often impossible for businesses to hire a number of part-time or temporary assistants only in the summer but jobs may be available during other periods. The retailing industry, for example, would have the largest demand for such temporary assistance during the fall and Christmas season.

8. Assuming that summer is a viable enrollment period for a particular institution, a portion of the faculty could be assigned summer term plus one semester of actual teaching and could be encouraged to work during the other semester.

Work Experience as an Element in Traditional Academic Areas: Work experience is recommended for all community college teachers including those in traditional academic areas. Examples are important in teaching. To make a course come alive, examples from one's experiences should be included in class presentations. For example, community colleges need to offer many more courses in writing, communication, and speech principles than in literature. An English teacher who has worked on a newspaper

or has written for television, advertising agencies, or technical reports for industries should be of more value to the community college student than one traditionally trained in English literature.

As pointed out above, a reason that academic faculty appear to adhere more closely to academic traditionalism than vocational faculty may be their narrow academic preparation. Work experience could have a progressive influence upon these individuals. Economy and accountability, if not educational reasons, have forced English teachers to teach English and mathematics teachers to teach mathematics to students in all programs. When faculty members deal with the pragmatically oriented occupational students a richness and breadth of experience will enable them to better relate to these students. Informal counseling and advisement offered by most faculty generally suffers by virtue of the simple fact that faculty members often know little about opportunities outside the academic world. Furthermore, the same thing is often true with professional counselors trained only through academia.

9. Work experience of some type should be required for entry and renewal of community college staff serving in traditional academic areas.

10. Counselors in a community college should have some experience as counselors in an industry or in a government department such as a labor or welfare office.

Occupational education faculty have worked successfully with advisory committees for many years. In a similar way individuals from museums, libraries, and newspapers and other media would be likely prospects for a history advisory committee. English, social studies, economics, and most other faculty could identify lay individuals whose contributions could strengthen the

college's offerings. Not only can the members' knowledge be shared but the faculty and staff will experience growth through the association.

11. Lay advisory committees should be appointed for programs in traditional academic areas.

Work Experience as an Element in Occupational Areas: Enrollments in occupational programs have risen steadily during the past 20 years even while in many colleges enrollments are decreasing in baccalaureate oriented programs. Output measurements indicate that students completing occupational programs are generally successful. Acceptance of these programs has also increased on the part of the faculty and administration.

Community colleges and technical institutes generally require work experience for instructors in occupational programs. Many of these colleges also recommend periodic work experience for the faculty members to maintain currency with developments and work requirements related to the courses they teach.

12. Work experience relating to the teaching position should be required for entry and renewal for staff in occupational areas.

Conclusion

Whether the specific "model" of requiring work experience for teachers within the occupational areas and its inclusion in preservice programs would succeed for all faculty and staff preparation for community colleges and other similar institutions can only be answered by research and trial. It is likely, however, that the "model" could, with some accommodation to the unique needs of each field, constitute an important part in the preparation and the renewal of these teachers and staff members. However, whether work may be as Charles A. Reich

has described some of it, "mindless, exhausting, boring servile, and hateful, something to be endured while 'life' is confined to 'time off'," or something which is in the best sense a fulfilling part of the "work ethic," community and junior college faculty and staff members should experience it as a portion of their preservice preparation and periodic renewal in additional to traditional academic preparation. Appropriate is an old Dutch proverb, "We can add the one, but we continue the other."

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Staff Development: A New Promise to the New Student?

Connie Sutton

There are many serious indictments about the value of higher education today. Community colleges have received their share of these criticisms, particularly regarding failure to respond to the needs of their students. Many of the misgivings concerning what happens to students after they enter the community college's door appear to be valid. Studies on the community college's record in student retention indicate that the mortality rates of the "old" new students of the '60s remain staggering.[1] What then, can be done differently during the '70s to avoid replication of this mortality disaster? Many are responding to this question by proposing "new staff for new students."

Recent literature in the field of higher

education describes the "new student;" one distinguishing characteristic is that many of them are Black. A study prepared under the auspices of the Ford Foundation estimated that in 1970 total Black collegiate enrollment grew from between 195,000-205,000 in 1960 to approximately 470,000; that almost two-thirds of all Black enrollment was in other than traditionally Black institutions; that more than half of all Black freshmen were in two-year colleges.[2] This increase of Black student enrollment into predominantly white institutions has been accompanied by increased attention to the recruitment of Black staff, along with attempts to create a learning environment (special courses and programs, special clubs and activities, etc.) which say, "there are educational opportunities here for you." These attempts to open doors and provide educational opportunities to accommodate the Black student cause me several concerns.

Among these concerns are the discriminatory practices some colleges use to recruit and hire Black staff. There are claims that it is difficult to find qualified Black professionals and when they are found, it is difficult to meet their prices. Although I understand and recognize the reality of tight budget restrictions and fixed salary schedules, it is difficult to believe that community colleges are experiencing problems in finding and hiring qualified Black professionals. This disbelief is heightened as I visit campuses around the country and see non-Black professionals employed whose educational philosophy and attitudes are in opposition to the mission of the community college which hired them. This leads me to believe that these colleges are applying double standards

in the recruitment and hiring process. It appears that either one must be a "super-Black professional" whose academic credentials, attitudes and behaviors are judged according to non-Black standards, or a non-Black professional with academic credentials that do not necessarily include community college pre-service training or understanding of, and commitment to, the mission of community college education.

I suspect that many of the discrepancies in recruitment and hiring rest in the fact that those in positions to recruit and hire are either not committed to changing practices and policies which support this kind of institutional racism, or they lack attitudes and skills needed in interviewing, screening, and hiring the kind of Black and non-Black staff member who can assist in providing meaningful educational opportunities for ALL students.

Since the absence of Blacks in positions of power and decision-making is especially alarming, it is no wonder that decisions are made that either ignore or adversely affect the needs and concerns of Black students. The need for Black administrators presents an even greater case than the need for more Black counselors, advisors, and classroom instructors. As "new staff" are being defined for the "new student," it becomes absolutely essential that Black staff have a more viable role in determining the destiny of community college education. To accomplish this, community colleges must place a high priority on significantly increasing the number of Black staff positions during the next few years.

Role of Black Staff

Another of my concerns is that there are still community college educators who support the notion that once hired, only

Black staff can or should relate to Black students. Although there are Blacks who agree with this, it is a position that I cannot support. The one experience that Black staff and Black students have in common is that both groups know the pain and frustration of growing up in a society that discriminates because of race. The racist attitudes that exist on some community college campuses deepen this pain for Black students and on too many occasions also for Black staff. While Black staff can serve as visual role models, some of them are ineffective in working with Black students because they still carry deep wounds from years of subjection to racial prejudice. As a result, the pain and anger often become deterrents instead of transcending and facilitating forces. And when Black staff become deterrents for Black students, they are as guilty as the non-Black racist staff member for undermining the effort of helping students build positive self-images.

As the task of providing meaningful educational opportunities for Black students becomes increasingly more challenging, decisions about what to do and how to do it must be based on input from a variety of staff resources. The task of planning and implementing should be one that is shared by staff who:

1. Demonstrate understanding of and commitment to the philosophy and mission of the community college;
2. Value the dignity, worthiness, uniqueness and potential of ALL students;
3. Recognize and accept student diversity in ability, personality characteristics, socio-economic background and cultural-ethnic background;
4. Recognize the need for and show willingness to design varied educational

experiences using non-traditional approaches to instruction and evaluation;

5. Love teaching and can do so in a manner which is facilitating, stimulating, challenging, and supportive;

6. Possess courage to confront administrators and colleagues whose attitudes and behaviors are not in the best interest of the clientele;

7. Advocate needed organizational changes to facilitate meeting the needs of the "new student" rather than expending energy and time trying to adjust the "new student" to a learning environment that does not meet his needs.

Curriculum and Instruction

A third concern I have is in the area of curriculum and instruction. One result of Black student unrest in the 1960's was the establishment of a smattering of courses and programs labeled "Black Studies." Many of these courses and programs are a sham and I fault Black and non-Black staff for the present problems of many of these programs.[3] Understaffed, under-financed, and lacking college-wide recognition and support, these courses and programs have been allowed to proliferate without the demands for standards of academic excellence that are required of other courses and programs. Too frequently Black studies courses are taught by individuals "assigned" from various departments and disciplines, or by part-time instructors, or by a core of Black studies faculty who have not met as a group for the purpose of investigating, discussing, planning, and evaluating. I endorse Black studies offerings as one avenue for educational opportunity, but I oppose the maintenance of offerings that were hastily put together to appease angry students four, five, or six years ago without administrative commitment to adequate funding and staffing,

and without provision for ongoing planning, evaluation, and revision. Of course, these same criticisms could be made for planning programs and teaching courses that have a more entrenched history and acceptance in academe. However, the issue being addressed now is that those students, both Black and non-Black, who are enrolled in Black studies courses, deserve better educational experiences than the present administration, organization, and implementation of such programs now afford them.

Counseling and Administrative Services

Unfortunately, the open door has become an elevator shaft for too many Black students. Too frequently, they are ill-advised and poorly counseled by understaffed advisors and counselors whose training is woefully inadequate for working with Black students. Often Black students wind up in courses with instructors who lack skills in meeting the wide spectrum of educational needs of the Black as well as non-Black student. Inherent in the provision of educational opportunities for ALL should be allocation of resources and time for staff to learn new instructional technologies, alternate teaching strategies, and new approaches to evaluating students. A college's commitment to serving the "new student" demands that the student receive the kind of emotional and instructional support that is a requisite for his success.

If administrators and faculty are sincerely interested in serving the "new student" and reducing the high attrition rates which characterized the '60s, considerable efforts must be focused on changing the attitudes and professional conduct of those responsible for student services, for classroom instruction, and for leadership

and decision-making. It is appalling that some of the highest paid and longest tenured community college faculty either are killing students in the classroom or making administrative decisions which quell the enthusiasm of those dedicated, facilitative instructors, who knock themselves out providing well-planned, meaningful experiences for ALL students. We still have far too many "old" staff failing miserably in their efforts to work with "new students." This is true of the Black as well as the non-Black staff member.

Sincere commitment to providing educational opportunities for ALL requires sincere commitment to developing and maintaining staff at all levels that will make decisions and design learning experiences to meet the educational needs of ALL.

Moore and O'Banion have described the inadequacy of most preservice programs for preparing community college staff and both see inservice training as a way to develop administrators and faculty with attitudes and skills for working with the "new student."[3] Zion and Sutton have stressed the need for an integrated approach to inservice education as a way to help staff expand their professional skills.[4] With this recent focus on the urgent need for improved inservice education, there are now several models of staff development (inservice education) around the country. No doubt additional models will emerge as more community colleges begin to place a high priority on supporting the development of staff resources. My fear is that staff development programs may become an educational fad to be viewed as a panacea for resolving many of the problems facing today's community college.

Inservice education can help to revitalize the professional life of those who

participate, but what will it take to move the staff member who does not see the need for professional growth activities? Inservice education can help one learn to write goals and objectives in acceptable form and language, but will it cause one to question the values that underline the choice of those goals and objectives? Inservice education can help one become more expert in using a variety of teaching methods, but will it help the demeaning, condescending person to change his behavior? Inservice education can help one learn new approaches to evaluating students, but what impact will it make on the college in terms of evaluating policies, staffing practices, and organizational and structural patterns?

Unless staff development emerges from or evolves into total organizational or institutional development, my greatest concern is that few, if any, of the issues and needs identified in this article will be resolved. If they are not resolved, the "new student" of the 1970's will fare no better than the "old" new student of the 1960's, and community college educators may find themselves once more in the 1980's trying to re-invent the wheel.

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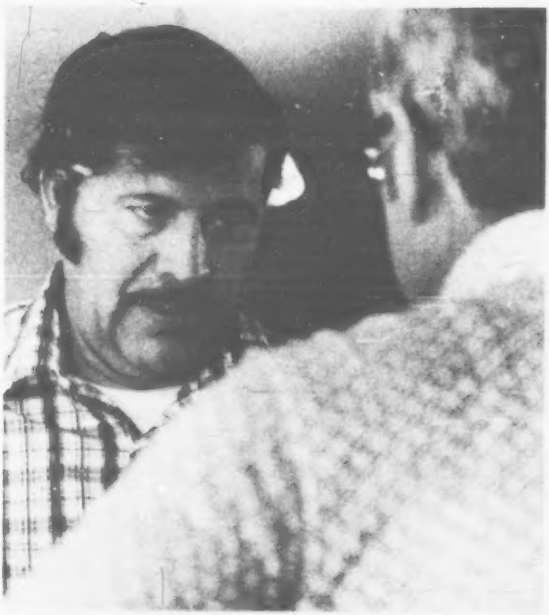
Staffing to Meet the Needs of Spanish-Speaking Students

Alfredo G de los Santos Jr.



Historically, public educational institutions—public schools, community/junior colleges, colleges and universities—have not responded adequately to the needs of the culturally different student. These institutions have persisted in judging all students by conventional standards, while ignoring real differences and deprivations. Typically, a nontraditional student enters school at a disadvantage—as gauged by the standards of the system—and, just as typically, leaves in much the same fashion.

In this paper, I will attempt to do three things: (1) pinpoint the problem faced by the community/junior colleges in efforts to serve adequately the needs of Chicano students, (2) suggest some reasons for this problem, particularly as these relate to staff-

ing, and (3) recommend some solutions and needed actions to implement these solutions. It should be noted that a large number of people have helped me with the development of the paper. To them, I say: *Muchas gracias.*

Statement of the Problem

Notwithstanding the fact that a large majority of the Chicanos in institutions of higher education are enrolled in community/junior colleges, these institutions for the most part have not been very effective in meeting their needs, where they have tried—and these efforts have been few and far between.

A number of recent studies indicate that between 70 and 75 percent of those Chicanos in higher educational institutions are enrolled in community/junior colleges. A study of Chicanos in public higher education in California indicates that "Chicanos who enter public higher education can expect by present enrollment figures to have a 70 percent chance of attending a Community College."[1] A study on access to college for Chicanos in the five Southwestern states—Arizona, California, Colorado, New Mexico, and Texas—indicates that 75,000 of the 100,000 Chicanos enrolled in public institutions of higher education in those 28 counties that had at least 50,000 Chicanos in 1970 were enrolled in community colleges. In other words, 75 percent of these students were enrolled in community colleges.[2]

NOTE: I want to emphasize that we are concerned here with meeting the needs of those Chicanos who do enroll in community colleges. It should be noted that the enrollment of Chicanos in institutions of higher education is not proportional to the population. Using 1970 enrollment figures, Crossland estimated that Chicano enrollment would have to be increased by 330 percent

in order to have proportional representation.[3] *So, that is another problem. Perhaps solutions to it should be the theme for another Assembly.*

As we turn to the community/junior colleges and their role in the education of Chicano students, one finds no comprehensive, authoritative research projects similar to those done by the U.S. Commission on Civil Rights.[4] However, those of us Chicanos who are involved in community/junior college work know what these institutions are doing—better stated, what they are not doing—to adequately serve the needs of the Chicanos.

In addition, some limited studies tend to prove our perceptions. A report by the Texas Senate Interim Committee on Public Junior Colleges of a study that surveyed the needs of disadvantaged students in Texas public junior colleges found shortcomings in the programs provided by the institutions and recommended legislation, which was passed this past Spring.[5] An unpublished doctoral dissertation that analyzes the strategies used by community/junior colleges in three states to serve the educational and cultural needs of their Chicano students concluded that the institutions, which have a large number of Chicano students, have not implemented programs to serve their needs, even though a few institutions were beginning to change.[6]

A number of reasons have been given for the inadequacy of the services provided to date by the community/junior colleges to serve the needs of Chicano students. Some of these are inadequacy of high school counseling, the familial and economic pressures on the Chicano, hostility and bureaucracy of college campuses and their Anglo faculty and students, racism and admissions criteria that are irrelevant to measuring academic potential for Chicano students.[7] Others include the lack of financial aid, poor recruit-

ing practices, and inadequate instructional programs relevant to the Chicano.[8]

We submit that the problem is much more basic than that. We submit that the problem is directly related to the lack of Chicano administrators, faculty, counselors, and other staff working for the institutions. The community/junior colleges, as institutions, really do not know how to cope with their own problem of inability to serve the needs of the Chicanos when they recognize the existence of the problem and want to do something about it. In a large number of instances, the problem is not even recognized.

It is interesting to note that, as of 1 July 1971, there were no Chicano presidents in any of the more than 1,000 community/junior colleges in the country—notwithstanding the fact that a large percentage of the student enrollment was Chicano. This same under-representation is true with faculty, counselors and other personnel. The California study mentioned earlier reports that the "total professional representation of Chicanos or Mexican-Americans in Community Colleges is 3.3 percent"[9] This in a state where 16 percent of the population is Chicano and where 75 percent of the Chicanos enrolled in higher education are in community colleges.

Another study also mentioned earlier, in discussing representation of Chicano faculty and student support personnel, says that a "ratio of approximately 20:1 is generally accepted as typical student/faculty ratio throughout higher educational institutions. The Mexican-American student/faculty ratio does not approach that proportion." That is an understatement. The study indicates that the ratio of Chicano students to Chicano full-time faculty is 124:1.[10] The ratio of Chicano students to Chicano full-time student support staff is 284:1. One

could go on and on, but suffice to say that Chicanos are grossly underrepresented on the staffs of community/junior colleges throughout the county.

The reason for this underrepresentation becomes very clear when one begins to investigate the output of the universities, particularly those that have been producing administrators, faculty, counselors, and similar staff to work in community/junior colleges. For example, the University of California at Los Angeles, through its Junior College Leadership Program, granted 99 doctorates in the 1961-1970 decade. Of these, only one was granted to a Chicano.[11] The University of Texas at Austin, which has had a program to train community college leadership for more than 20 years, has graduated only two Chicano doctorates—period. New Mexico State University graduated the first Chicano doctorate in higher education administration this summer. When one considers university outputs for faculty, counselors, and similar staff, the figures are just as staggering. But why belabor a point? The evidence is clear: the universities that produce staff for community/junior college work just have not served Chicanos.

It would be unfair to stop at this point. Things are changing. There are now four Chicano community/junior college presidents. A few more Chicanos are in the process of being trained for administrative positions. The University of Texas at Austin has some Chicanos in the Junior College Leadership Program. Eighteen more future community/junior college administrators are being trained at three universities—University of Arizona at Tucson, University of Colorado at Boulder, and University of Southern California at Los Angeles—under a program developed by El Congreso Nacional de Asuntos Colegiales (CONAC)

and funded through the El Paso Community College in Texas by the Education Professions Development Act and the Ford Foundation. A few other Chicanos are enrolled in programs designed to produce faculty, counselors, and other staff for community/junior college work.

But the present need is so great that what is being done is really insignificant. And more Chicanos will be enrolling in community/junior colleges in the years to come. The signs are clear.

Proposed Solution to the Problem

The Chicano community has shown reluctance—nay, resistance—to abandon its cultural and linguistic heritage and the public educational institutions have been unwilling and/or unable to provide the educational programs that build on the rich traditions and culture of Chicanos. The result has been devastating. Yet, the solution is relatively simple, while at the same time complex. A large number of Chicano educators—Arciniega, Ballesteros, Barron, Jaramillo, Mazon, Ramirez, Ulbarri, to name a few[12]—have outlined over and over again the type of instructional program that can best serve Chicanos: bilingual/bicultural instruction.[13] But before such programs can be implemented in community/junior colleges, more professional Chicanos are needed.

To begin with, more Chicanos are needed in positions of decision-making responsibility and power. More Chicano presidents, vice-presidents, deans, division chairmen are required. We submit that only by having Chicanos in these positions will the decisions be made to implement programs to serve Chicano students adequately. There are some non-Chicanos who might make these decisions, but, frankly, they've had the opportunity and few have produced. If they

know what to do and decide to try to do it, fewer yet know how. So, the first priority defined by the board of directors of El Congreso Nacional de Asuntos Colegiales was to develop Chicano doctorates in community/junior college administration and we have spent the bulk of our efforts in the program mentioned earlier.

The second priority is the development of Chicano faculty, counselors, and other staff to work in community/junior colleges. We would hope that the programs designed to develop these Chicano professionals are comprehensive bilingual preparation programs, since the degree of success of any instructional program and the student success in it is dictated, to a large degree, by the adequate preparation of bilingual faculty and support personnel. If we are to begin to meet the needs of the Chicano students in the community/junior colleges, the universities must recognize their responsibility for initiating and developing bilingual/bicultural programs to produce Chicano faculty, counselors, and other staff.

Another high priority is the need to have Chicano students helping Chicano students as peer counselors, peer tutors, peer teachers. Those institutions using this approach have found it to be very successful. The primary responsibility for preparing and using Chicano students to help other Chicanos rests with the administration of the local community/junior college and apparently a few more than before are using this approach. But much more work remains to be done.

While our major thrust is the development of Chicano professionals, we are cognizant of the need to work with the present predominantly Anglo staffs of the community/junior colleges. Chicano educators have long recommended "conducting cultural awareness training for auxiliary per-

sonnel, instructional personnel, administrative personnel, and governing board members."[14] We have worked hard for needed legislation and for monies to fund these types of programs.

Many of us have participated in preservice and inservice programs attempting to make the participants at least aware of the fact that we Chicanos are linguistically and culturally distinct and that different instructional approaches are needed by our children.

Recommendations

1. The Assembly should go on record as supporting legislation that calls for bilingual/bicultural education through at least the community/junior college level. Such legislation should include programs for development of bilingual/bicultural staff-administrators, faculty, counselors, and other staff —and provisions for adequate financial support. Beyond that, Assembly participants should actively work for passage of such legislation.

Senator John G. Tower has submitted a bill for bilingual/bicultural manpower training programs. We are working with Senators Edward M. Kennedy and Joseph M. Montoya in order to introduce a bilingual/bicultural education bill through the community/junior college level.

2. The American Association of Community and Junior Colleges should support such legislation, through its vice president for governmental affairs and by encouraging its membership to urge passage.

3. The Association should increase its efforts to work with its constituency in the implementation of bilingual/bicultural programs that serve the needs of the Chicano students.

4. The Association should marshall all its resources to increase the development

of bilingual/bicultural staff for work in the community/junior colleges by:

a. Working to increase the funding level for the fellowship program of the Education Professions Development Act

b. Urging the universities that have produced community/junior college administrators to recruit Chicanos into their programs

c. Urging the universities through the Council of Universities and Colleges to develop programs to produce bilingual/bicultural staff

d. Encouraging its members to use Chicano students to help other Chicano students as peer counselors, peer tutors, peer teachers, and helping design programs to better prepare these student workers

e. Working to increase the funding level for the institutes and short-term training programs of the Education Professions Development Act.

Summary

Even though more than 70 percent of the Chicanos in higher educational institutions are enrolled in community/junior colleges, these institutions have been ineffective, for the most part, in serving the needs of these linguistically and culturally distinct students. The basic reason for the institutions' inability to cope with their problem is that Chicano professionals are grossly underrepresented on the staffs of the community/junior colleges. When one begins to investigate the output of the colleges and universities, the reason for this underrepresentation becomes very clear.

If community/junior colleges are going to serve the needs of Chicanitos, they need to implement bilingual/bicultural instructional programs. But before this can be done, many more Chicano staff members—ad-

ministrators, faculty, counselors, and other staff—need to be developed. We need to marshall all our resources to encourage the implementation of bilingual/bicultural programs and to develop the needed Chicano staff.

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7. Lopez, *op. cit.*

8. *The Open Door, op. cit.*

9. Lopez, *op. cit.*

10. Ferrin, *op. cit.*

11. University of California, Los Angeles, Graduate School of Education. *Report, UCLA Junior College Leadership Program.* Los Angeles, California. July 1971.

12. A much larger number of Chicano educators have recommended the use of a bilingual/bicultural approach to the teaching/learning process to better serve the needs of Chicanos. Just a few are mentioned here.

Pepe Barron wrote an article in the June/July 1972 issue of the *Junior College Journal*, "Chicanos in the Community College."

Ballesteros and Jaramillo have both written the newsletter published by the National Center for Research and Information on Equal Educational Opportunity, Teachers College, Columbia University, New York.

Arciniega, Mazon, Ramirez and Ulibarri wrote papers included in a significant publication published by the Center for Communication Research at the University of Texas at Austin in 1972: *Adelante: An Emerging Design for Mexican American Education.*

13. A number of definitions of bilingual/bicultural education have been offered by numerous educators. I think the best one is the one proposed by Candido de Leon, President of Hostos Community College of New York, when he spoke at the First National Community and Junior College Bilingual Bicultural Colloquium presented by El Congreso Nacional de Asuntos Colegiales and the AACJC Office of Spanish-Speaking Fomento in Tucson, Arizona, 19-20 July 1973. He said that a bilingual/bicultural program is made up of four components: (1) the use of Spanish as a medium of instruction, (2) an intensive program in English, (3) Spanish as a second language, and (4) the bicultural component integrating all of the other components. The paper, which includes the rationale for this four-component approach, will be published together with the other proceedings of the colloquium in the form of *Fomento Literario* by CONAC and the AACJC Office of Spanish-Speaking Fomento.

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Native American Staff: A Prerequisite to Successful Indian Education

P.E. Azure

Only recently have educators begun to address themselves to the problems that Indian people have relative to education. And all too often, their concern for Indian education has been superficial. Educational systems have done a good job in paying lip-service to the educational needs of Native Americans, and have grossly failed in the Native American's educational involvement.

It is time that more realistic measures be examined and implemented for the purpose of bringing Indian people into the realm of education. To begin with, the Indian student or potential student is the product of years of living in an almost totally different culture and life style. He is taught all through

his life that respect for the things of nature and family are most valuable attributes of a human being. He is taught to love and respect all forms of life, and not to take any more than what he needs for his survival. Obviously, traits and beliefs such as these are quite different from the so-called American belief. Getting "fat" at other people's expense, an accepted norm under the American system, is considered totally unacceptable in the Indian cultures.

Cultural Conflict

To casual viewers and non-Indian critics, this difference often appears to be cultural deprivation. I totally reject that idea, but do recognize what I would consider cultural conflict. The Native American student usually is not personally aware of conflict in his own mind, but rather exhibits symptoms of being culturally confused as a result of force-feeding of various non-Indian traits and beliefs. If one would just accept the fact that there is a cultural conflict without saying or assuming that the conflict is with Indians and people, he could see that the whole subject of cultural conflict has grown out of people's unwillingness to respect and accept beliefs different than their own. Cultural conflict is usually identified as a problem that the minority group possesses; seldom is it considered a conflict within the dominant culture, and almost never a product of two different life styles.

The actual impact of the conflict between two different cultures is felt by individuals. More often than not, at least with Native American people, it results in a newly-created identity crisis. Identity crisis and cultural conflict have probably been the most devastating of all obstacles which have faced the Native American aspiring for a worthwhile place in his home community as well as a place in total society where he

can retain his pride and dignity. When any person is lacking in pride or is stripped of his dignity, he walks a path which no man cares to travel. When forced into that situation, all other feelings of personal worth and accomplishment become dreams of what might have been. From the educational standpoint, these two realities—cultural conflict and identity crisis—contribute greatly to educational failure of the Native American student.

Inconsistent Policies

As well as the cultural conflict which usually acts as a deterrent to success in education of Indian students, one must also consider the inconsistencies in policies relative to Indian education. In the past, when the Bureau of Indian Affairs was wholly responsible for the education of Indian people, there was a trend in the philosophy which did much to promote the Bureau of Indian Affairs as trustee caretaker of Indian people. When the Bureau of Indian Affairs was totally responsible for education, Indian people had little and often nothing to say about the educational objectives which had been set by the Bureau of Indian Affairs for their children. It was common for the program to employ methods of teaching which failed to consider the culture and life styles from which young Indian people came. To a great extent, this has been the basis for Indian education programs. Only recently, with the coming of governmental policies relative to self-determination, have there been any signs that things will change, even though the federal government has said that Indian people should have the right to govern their own destiny.

One has to look at this entire subject from a very general point of view. There are a number of questions that can be asked the federal government and educational insti-

tutions about policies which are supposedly designed to give Indian people the opportunity for self-determination, but do not work efficiently toward that end. The general method through which institutions of higher education or governmental agencies or even private organizations choose to deal with Indian affairs is what is commonly called the "advisory committee." Indian people have had very poor experiences, very frustrating experiences, with the advisory committee approach. Indian people are not satisfied to be consulted only in an advisory capacity. The time has come when Indian people must actually be given the opportunity for self-determination. It is also a time when traditional American society must be willing to take into consideration cultural differences and (non-Anglo) life styles, as well as needs. It is not uncommon for an Indian advisory group to make recommendations and for those recommendations to go unheard. At other times, the recommendations are heard but virtually no attention is paid to them.

Vast amounts of money have been spent on Indian programs in the past few years which should not have been spent. I am of the opinion now that there is a place for an Indian-controlled school. However, it should be remembered that there is not the need nor the feasibility of having a school for each area where one would find high concentrations of Indian people. Until true self-determination exists, Indian people of this country will continue to have the highest drop-out rates of any cultural group, and will continue to have people of other races making decisions for them.

Unfortunate Demands

I'd like to discuss for a brief time some of the demands that the white educational system imposes on Indian students. I'd like

to limit this part of the paper to Indian students in post-high school education. In order for this to have meaning, the first assumption that must be made is that an Indian student has completed high school, either through graduation or by completing his GED requirements. With that assumption, let's begin to examine some of the unfortunate demands that educational systems impose on Indian students.

Having been shepherded by the BIA, the Indian student has not had the opportunity to become acquainted with various social, educational, and government agencies of this country. Often, he has not had the opportunity or the experience of filling out a job application. He decides that in order to further himself, he must obtain some kind of post-high school education. The first experience that he has in seeking a way of moving into post-high school education is making an application, which quite often requires filling out an admission application form. Entry into college generally requires that the student request his high school transcript to be sent to the institution of his choice. We expect Indian students to know how to complete these processes. Quite often, too many assumptions are made, probably the most destructive one being that all people know how to fill out forms.

All through their lives, most Indian students have not been able to fully comprehend their relationship to education, and education to the world of work. Generally, the reason an Indian chooses to go to school is because he has been encouraged by friends, family members, or other acquaintances to do so. We can assume that the goals an individual has for himself are pretty much undefined at the time his decision is made to go into some post-high school education program. This should immediately indicate the need that the Indian student has for

counseling designed to help him understand himself in relation to education.

The Indian student must have the opportunity to explore whatever occupation, courses of study, or professions in which he may be interested. Unfortunately, few Indian students are given that opportunity because most people will generally assume that his mind is made up prior to his entering a post-high school training program.

Another unfortunate demand that we tend to impose on Indian students is that of leaving their family and moving from home to a foreign environment. Within most Indian cultures, the family is the strongest of influences. The family has been the center of all existence. For his entire life, the Indian has looked to the family for the satisfaction of all his needs. He has looked to the family for philosophy; he has looked to the family for security; he has looked to the family for gratitude and appreciation.

What happens when he goes off to school and moves into a community where he has few if any friends? What happens to that Indian student when he goes into a system which is often foreign to him? The first thing that you notice is that the Indian student becomes very hesitant to ask questions for fear that people will assume that he is dumb. Let's say that in the process of seeking housing away from the reservation, he comes across a person who has an apartment whose only interest is to make money, and imposes an unusually high cleaning deposit on the Indian student.

Generally, the Indian student will not ask questions of anyone regarding that cleaning deposit. He would probably just go ahead and pay it and assume that that is normal, when in reality, the cleaning deposit could be two to three times as high as it normally is for other students. Let's say he is successful in securing housing, then goes to

school on registration day. At school, confronted with long lines of people, he is given a number, packet of materials, class schedule, and he is told to go see his assigned advisor. Often, that is the first time that that Indian student, or any Indian student, has ever met with that advisor. Advisors generally follow the same procedure they would in advising any student. most of whom have been white students. Chances are 99 out of 100 that the advisor has little or no understanding about the Indian student and cares less. In order to properly advise any student, an advisor should have the student's confidence, which is usually the result of mutual understanding. Indian students are constantly compelled to understand the ways of the dominant culture, but little effort is put forth by the dominant culture to understand the ways of life of which the Indian student is a product.

Assume then, that the Indian student has completed the registration process and he starts attending classes. The first time he walks into the classroom, he can immediately see that he is one of a kind in that room. Out of fear of being noticed, he will generally sit toward the back of the room. Chances are pretty good that he will not say anything during the entire class period, because within himself he feels different and he can sense when people look at him differently. Quite often, he may even know the answer to a question that is asked in class, but he will not say anything for fear that his answer may not be the best answer or the right answer. He fears that he will be laughed at, that he will be considered dumb.

What Can Be Done?

What can we do in the classroom to help alleviate the fears that Indian students have of the system which is so foreign to their culture? What things can we as in-

dividuals do to make the Indian student more at home within the educational system? What kinds of activities and materials can be used to make Indian students proud of their heritage and to know that other people are proud of their heritage and contributions? What can we do about course content which will help the Indian student feel that he really is a part of that class and that his culture is a part of what we call the American culture?

There are quite a number of alternatives which might be explored. In this day and age, there are publications written by Indian people, as an example. One can look at the course content of almost any American literature class. Chances are that there is nothing mentioned about Native American literature, nor are Native American writers mentioned or used as literary contributors. I think that this case can be made for each of the academic areas. Of course, cultural considerations must be made within reason and resource.

Native American Staff

Another alternative which must be explored is that of bringing into the educational system Native American professionals as well as para-professionals. This alternative can contribute significantly to the development of Indian students as well as to the total cross-cultural efforts of the institution. In most cases, the professional and para-professional will bring with them to the institution new viewpoints as well as incomparable expertise in some area of concern to the institution.

In the past year at Central Oregon Community College, we have been fortunate enough to have Linton Winishut as an instructor under our Oregon Native American Consortium project. Mr. Winishut is a tribal elder of the Confederated Tribes of

Warm Springs. He has served as the official tribal interpreter for many years, has been active on various tribal committees, as well as being a past tribal council member.

He has been teaching a class entitled "Indians of the Middle Oregon Territory." I know of no other person in the Northwest or the entire country who is better qualified to teach this course. He speaks from experience and is one of the true Indian traditionalists.

His classes have helped Native American students by giving them accurate information about themselves which is valuable in preparing them to confront the identity crisis. The non-Indian population of the Central Oregon area has benefitted from his classes, achieving a better understanding of the culture, history, and life style of the Warm Springs tribal group.

The most common controversy about the use of para-professionals revolves around whether persons without degrees should be allowed to teach at the college level. I do not intend to get into that particular argument. Institutions should, however, be cognizant of the fact that each particular need must be met and that many times, para-professionals can best fulfill some of the unique needs of students. Para-professionals should not be eliminated from consideration for employment simply because they lack degrees.

When all other arguments fail, concerning use of para-professionals, institutions will claim they cannot find Indians qualified to teach. Within most Indian communities, with a little investigation, one can find both professionally trained and para-professional Indian people, who are more than qualified to do particular jobs. If an institution is serious about Indian education, it will take whatever steps necessary in identifying such people. If the institution, for some reason, cannot do this, it can al-

ways write to any Indian organization describing the job opening, asking for possible Indian applicants. The point is that the institution must seek out advice and assistance in locating possible staff members. It is doubtful that Indian people will go to the institutions seeking employment. This is probably due to the fact that many Indian people are already suspicious of colleges. The Indian people remember past unwillingness to help them become a real part of the education system.

A Prerequisite

The employment and use of Native Americans in educational programs for Indian students is a prerequisite to any Indian education program. The reason many programs have grossly failed is because Native Americans have not played a sufficient role in that process.

The experience that an Indian student has upon entering a school in which he is the only Indian can be compared to a white American student entering a Japanese school for Japanese people. With growing numbers of Indian students in institutions of higher education today, it is imperative that they have the opportunity to meet with and work with people of their own kind if they are to experience any degree of success in the white-American educational system. If people from the local Indian community can be used as staff members, all the better.

In summarizing I want to point out that Native Americans need to have some representation in educational institutions. Their culture must be recognized and respected, and they must be able to see that members of their race can play a positive, meaningful role in the educational system. This cannot be accomplished without Native American staff members.

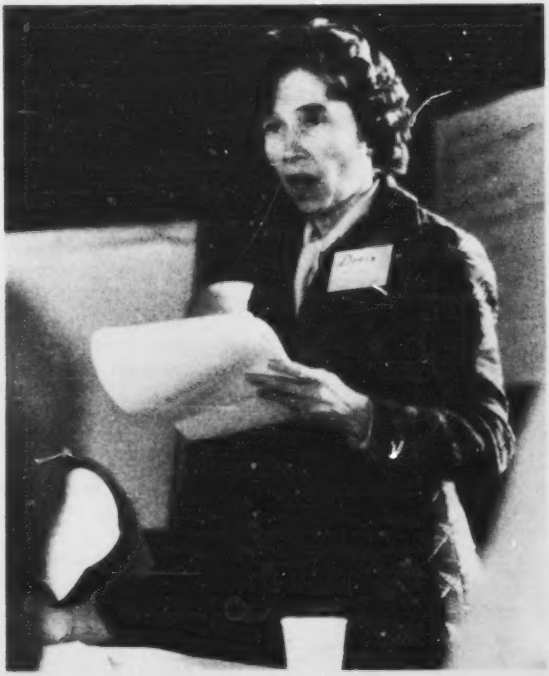
If an institution is unable or unwilling

to recruit members of the Native American population as staff members, it should not even consider a Native American studies program, or any other program for Native American people. Institutions, as described above, should not be allowed to utilize funds on an Indian education program.

Opportunities for Indian students should be provided through institutions which are willing to seek out both professional and para-professional staff members. Native American staff members are best able to assist Indian students with both cultural conflict and identity crisis, both of which play a major role in determining attrition rate. Anything less is destined for failure.

Developing Special Teaching Degrees

Arthur M. Eastman



Last fall the head of an English Department in a high-riding eastern university told me, with an arch grin, that his department had just instituted a fine doctor of arts program. "Only," he said, "we're calling it a Ph.D."

The point is well taken. A lot of ink, a lot of academic passion, has been spent on names. It's the *thing* we should be concerned about.

The thing community and four-year colleges have been concerned about in recent years is the training or preparation provided for their teachers. The significant point about the doctor of arts movement, which appears to be now temporarily in decline,[1]

was that it focused on teaching rather than research. If the Ph.D. programs have now accepted the teaching emphasis, that's dandy—though such indications as come from the Modern Language Association are that most programs have done little.[2] The leopard does not easily change its spots.

Although the D.A. programs starting up around the country are far from identical, they share a special concern for teaching: they include courses in curriculum development and cognitive psychology; they provide supervised internships in the classroom. Further, they emphasize breadth as distinct from depth, hence have been willing to redefine and enlarge the definitions of the subject matter disciplines and, in some instances, to break down the walls between one discipline and another. Most have reduced (sometimes to the point of extinction) emphasis upon foreign languages. Many have redefined the doctoral examinations to make them less comprehensive, and almost all admit dissertations of a pedagogical or curricular cast.

The D.A. program in English that was developed at Carnegie-Mellon University in the late 60s and early 70s fits the pattern. As instituted, it built on an M.A. program of which the rather rigid components were one graduate course in each of the following areas:

Shakespeare
Literary Criticism or
  Advanced Composition
Cognitive Processes in Education
The Teaching of English
The English Language (now retitled
  and reformulated)
American Literature
English Literature
World Literature

On admission to the D.A. program, the student was committed beyond the M.A. to

two academic years, to contain a curricular or pedagogical internship, a seminar in literary research, and six departmental electives. A selective examination and a dissertation (curricular, scholarly, or creative) completed the requirements.

Although the department was not of a single mind about this program, the consensus was that it was good and that it was or should be directly preparatory for teaching in community and four-year colleges. Events have suggested otherwise to us with respect to the community colleges. Let me itemize, though not exhaustively, the matters that have induced our doubt.

1. We developed our program without close consultation with the surrounding community colleges. To be sure, we proceeded in the confidence born of the success of our Project English program and a series of fruitful NDEA summer institutes, and we knew from direct experience the irrelevance of so much that goes on in traditional doctoral programs that the changes we proposed could hardly help but be for the better. But we had not then read, for they had not yet been published, NCTE's *Guidelines for Junior College English Teacher Training Programs* (1971), Dressel and Delisle's *Blueprint for Change: Doctoral Programs for College Teachers* (1972), or O'Banion's *Teachers for Tomorrow: Staff Development in the Community-Junior College* (1972), all of which heavily emphasize both initial and continued cooperation between universities and the colleges for which they attempt to provide teachers.

2. Although our seminar in the teaching of English had and still seems to us to have the strength that derived from the innovative programs developed here under Project English, we have had to recognize that about half our doctoral students have regarded the course in "Cognitive Processes in Educa-

tion" as insufficiently related to their needs. The course, which is taught under the auspices of the department of psychology, focuses on the learning of the young. It is in vain for us to argue that the principles that apply to the mental operations of the young apply to the mental operations of the older—that all that is called for are transfer and adaptation. If the students fail to get the connections, our repinings are of little use (or our admissions procedures are inadequately selective, or our program as a whole lacks sufficient integration—see #3, below).

3. Further, although the seminar in teaching, the course in cognitive processes, and the internships all concern themselves with teaching *and learning*, the same concern has not, in most instances, been directed to other courses. To put it a shade unfairly, *Shakespeare, The American Novel Since World War II, The Epic*, and our other literature courses proceed as though our program were purely traditional. The program, in other words, has lacked the integrating force of a single commitment. Unconsciously, or as the result of political compromise, we counted on a few courses to give us a new look and left the rest of our offerings to themselves.

4. Lest this bill of particulars grow embarrassingly long, let me add but one more. It relates to the first. We found that we had not with sufficient seriousness examined the market (and, to be sure, the market was changing). We had not said, what must a community college English teacher know? Whom must he or she teach? What skills and attitudes are necessary?

To our credit be it said that our discontent with the program grew from within. We had begun to sense our inadequacies before NCTE, Dressel, Delisle, and O'Banion came into print. What we are doing about the second and third items mentioned above I shall

leave to another essay (when I have better things to report). Here let me focus on what we have done and plan to do about items one and four.

In March, 1972, we convened a conference on English in the community college. Representatives were invited from all community colleges within a hundred mile radius of Pittsburgh and, in an instance or two, from beyond. We presented the history and philosophy of our doctor of arts program and itemized requirements for it. Then we asked for comment. We got it. The dominant points were these: that a remarkably high percentage of community college students need work in remedial or developmental reading and writing; that assignment to courses in such reading and writing is what most community college English teachers can expect; that few have had effective training in this difficult area of pedagogy; and that, despite some highly touted claims to the contrary, little is known about how to train teachers in this area.

For a year we meditated these points, which we found corroborated by O'Banion:

> Most students who enter the two-year institution have "special needs" and are typically assigned to one or more remedial courses. It is estimated that approximately 70-75 percent of all students in two-year institutions may be categorized as having "special needs."
>
> From 40-60 percent of all students who enroll in remedial or preparatory English courses eventually receive a grade of D or F. Only 20 percent later enroll in credit English classes. Of these students, 75 percent withdraw the first year.
>
> ...The organization of successful programs of remedial and developmental education constitutes the most difficult challenge in educational program-

ming to be faced by community-junior colleges in the decade of the seventies. Past success in these programs has been almost nonexistent. The purpose, the curriculum, and the learning strategies of these programs probably need complete redevelopment.[3]

Twice this spring we sat around the table with selected members of our original conference. To this group we added representatives from our history department, which at the doctoral level has an admirable record of successful teaching and preparation of texts for slow learners. Our goal was to think through and then establish a summer seminar in developmental reading. Its goals would be (a) to bring to campus several experts in the developmental area (e.g., Kenneth Goodman of Wayne State University, Elizabeth McPherson or Gregory Cowan of Forest Park Community College, St. Louis, Mina Shaugnessy of The City College of New York); (b) to sift through the most promising literature that has been developed to date; (c) to sort out from its own widely varied experience such pragmatic wisdom as it could muster; and (d) to inaugurate an ongoing pattern of cooperation about developmental work among Carnegie-Mellon University (English *and* history), the three campuses of Allegheny Community College, and the University of Pittsburgh.

With budgetary blessing, the summer seminar came into being. Representatives from the institutions named above have all accepted invitations to participate. Co-directors of the seminar will be Prof. Robert C. Slack, director of graduate studies in English, who recently taught for two years at Allegheny Community College, and Prof. Lois Josephs Fowler, a former teacher in the difficult classrooms of Westinghouse High School where the developmental problem was highly prominent.

This coming year (1973-74) we are bringing to our staff a linguist from the University of Pittsburgh whose work in dialectal matters has made her one of the area's best theoreticians on developmental reading and writing. Prof. Marilyn Sternglass participated in all of the deliberations chronicled above; she will be a member of the summer seminar and can be expected to bring the fruits of the seminar to bear in her teaching. She has already revised our graduate offerings in linguistics to include a foursome of minicourses, several of which we hope will be relevant to the problem at hand. The course titles follow: *Language and Thought, Linguistics for the Classroom, Social Dialects, Teaching Developmental Reading and Writing to Adult Students.* Professor Sternglass describes this last course in these terms:

> A new area for the application of linguistics is teaching developmental skills to adult students in high school or college. Differences of opinion exist concerning the best approaches to use. The ongoing debate in reading methodologies will be explored with cognitive and skill approaches examined. In the area of composition, the two major approaches, free writing with confidence-building as its goal and the sequential skill-directed approach, will both be examined. The appropriateness of each of these approaches to particular teaching situations will be explored.

During the year, in cooperation with a network of our graduate students in both English and history who are now on community college staffs, Professor Sternglass will be supervising the work of graduate interns in developmental classes.

We do not speak of cooperation glibly. Our graduate students in the various community colleges are immensely interested. Each has been struggling with the problem,

but alone. They have seized on the opportunity of cooperating as a means of sharing what they have been able to learn and of advancing in competence and pedagogical gratification.

Nor do we speak lightly about interning. Our interns will not be replacements for community college teachers. Not only would community college faculty and unions resist that; none of us wants it. We have all witnessed the exploitation of graduate assistants at our universities, the negligence with which their own preparation is treated, and the disregard of the effect of their tutelage upon the students entrusted to their care. We have something different in mind, something close to an apprenticeship. Professor Sternglass will be instructing interns on our campus. She will be working closely with our people on community college staffs. And both she and the community college staff members will advise and be advised by our interns.

We shall begin small. The task is large and even such expertise as we can summon is insufficiently tried and is properly suspect. We think we see the necessary steps, however, and if our steps turn out to be in the right direction, if we *are* moving collectively toward the goal of genuine competence in the developmental area, then we see a further step to take. We shall be contemplating that step through the coming year.

It is, of course, the seeking of funded support for yet more ambitious ventures along the lines we shall have traced. If we begin to be successful, we should like to enlarge the membership in the cooperating group. We should like representatives from the board of education to join us, English and history teachers from the inner city schools, representatives from other neighboring colleges. We should like to intensify graduate recruitment—if we can honestly

report that our program genuinely does what the community colleges seek of it. We should like the discoveries we anticipate making to enter into the training of our secondary teachers. And most of all, we should like to see community college students succeeding more rapidly than many now do or succeeding where many now fail.

Summary

The D.A. programs, under whatever name, have focused on teaching as distinct from research. Carnegie-Mellon's program in English fits the pattern of the emerging new doctorate and seemed, at first, appropriate for preparing teachers of community colleges. In retrospect, however, it was established without close consultation with local community colleges. Its course in "Cognitive Psychology in Education" often fails to produce the intended effects. The program lacks a single informing spirit, with three of its components focusing on teaching and learning, the others doing business as usual. And the program has paid too little attention to the actual needs of the community colleges.

To remedy certain of these matters, CMU has conferred several times with representatives of the community colleges and isolated the problem of developmental reading as a point of new approach. It has instituted a summer seminar to study developmental reading, it has engaged the cooperation of neighboring institutions, and it proposes this coming year to develop new courses in linguistics and to establish "apprentice" internships in nearby community colleges. If successful, it hopes to do more of the same, more abundantly.

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1. Robert H. Koenker, "Status of the Doctor of Arts Degree," mimeographed report, Ball State University, Muncie, Indiana,

Nov. 30, 1972. Koenker reports a fall from 139 (Nov., 1971) to 108 (Nov., 1972) in institutions offering the D.A., planning to offer the D.A., considering the possiblity of offering the D.A., and offering doctoral programs similar to the D.A.

2. Cf. Edmond L. Volpe, "The Confessions of a Fallen Man: Ascent to the D.A.," *College English*, 33 (April, 1972), 765-779, esp. 774; Marilyn Williamson, "The MLA-ADE-ADFL Conference on the Research Component of the Ph.D.," *ADE Bulletin*, No. 36 (March, 1973), pp. 28-30; M. Victor Alper, "News from the Colleges: Recent Innovations in Doctoral Programs in English," *ADE Bulletin*, No. 37 (May, 1973), pp. 32-33.

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A Role for the Discipline Organizations

Michael F. Shugrue

When Elizabeth Wooten joined the executive staff of the Modern Language Association in September 1973, she became one of the first women and one of the first community college department heads to assume a major professional post in a prominant discipline organization. As coordinator of the Association of Departments of English, an arm of the MLA, she has been given the primary responsibility for developing wide-ranging inservice professional activities for faculty representatives from the more than 1,000 college and university departments which belong to ADE. She has been given the task of demonstrating to hundreds of departments or divisions in which "English"

is taught in community and junior colleges that participation in the programs of a discipline organization are essential to the professional growth of the faculty, the intellectual and educational vitality of departmental programs, and the education of students.

Certainly one of the first problems which Ms. Wooten must overcome is the common misconception that the MLA—like other major discipline organizations—is generally uninterested in undergraduate education, in adult and continuing education, and in staff development as a life-long activity. In fact, her appointment reinforces a commitment to improve the teaching and learning of language and literature made by the MLA almost 90 years ago. The association began as a force to open the university curriculum of the 19th century to the new subjects of English and the modern foreign languages. In 1884, ten of the 14 papers presented at the first MLA convention dealt with teaching problems and ten of the 17 articles in the first issue of PMLA were devoted to the curriculum, and to methods of teaching.

The disappointing level of participation by community and junior college faculty members who teach English in ADE, MLA, the National Council of Teachers of English, and the College English Association is particularly surprising in light of the many studies, professional meetings, and publications addressed to the community and junior college audience in recent years. My colleagues in the American Historical Association, the Association of American Geographers, and the Speech Communications Association, share in the concern that community and junior college faculty members are not using the discipline or subject matter organizations to advance their professional growth and to improve the materials and

methodology employed in their classrooms.

National Organizations

Some well-known professional associations serve individual members without regard for subject matter. The American Association of University Professors, for example, has long been known for its courageous fight for fair employment practices for faculty members. Its statements on tenure, investigations of administrative malpractices, and lists of censured institutions exemplify its determination to protect the rights of all faculty members. More recently, AAUP, like the National Education Association and, of course, the American Federation of Teachers, has chosen to become an aggressive bargaining agent for college faculties.

Other kinds of professional organizations serve the institution as a whole rather than the individual college teacher. The American Council on Education, the American Association of State Colleges and Universities, and the Council of Graduate Schools, for example, testify before Congress on legislation affecting higher education, issue such valuable publications as *Quality and Effectiveness in Undergraduate Higher Education*, and offer a variety of consulting and other services to colleges and universities. The American Association of Community and Junior Colleges is unusual in its efforts to involve individual faculty members in its activities.

In this paper, however, we are not concerned with these kinds of organizations but with the professional societies which direct their attention to the teaching and learning of a particular subject or discipline. There are, quite literally, hundreds of such organizations to which a community or junior college teacher might turn. The members of the American Council of Learned Societies, for example, range from the American Phil-

osophical Society, founded in 1743, to the Society for the History of Technology, established in 1958.

English Organizations

In an extremely large field like English, with its broad base of freshman composition, several discipline organizations have arisen to serve the geographical, pedagogical, and scholarly interests of more than 30,000 college and university teachers. With 30,000 members in English and the modern foreign languages, the Modern Language Association is the largest of these college-based organizations. In addition to its scholarly activities, the MLA sponsors the Association of Departments of English, participates in six regional meetings as well as a huge national convention, and publishes such professionally oriented works as Richard Larsen's *The Evaluation of Teaching College English* (1971) and *Prospects for the 70's*, a 1973 report on the development of interdisciplinary programs involving departments of language, literature, and communications.

Although elementary and secondary school teachers comprise the bulk of its membership, the National Council of Teachers of English has a vigorous college section, Conference on College Composition and Communication, and a network of regional junior college conferences. Working with the MLA, NCTE has sponsored an impressive series of national and international meetings and published hundreds of research reports and position papers which college teachers of language, composition, and literature can ill afford to ignore.

The College English Association, by contrast, has drawn its strength from well-established, low-keyed state and regional affiliates spread throughout the United States.

No one of these organizations has yet succeeded in attracting substantial numbers of community and junior college teachers. Put another way, community and junior college teachers have not yet succeeded in making as significant an impact on the direction of these societies as their place in American higher education justifies. Yet, the associations flourish. The MLA, for example, grew from 6,480 members in 1950 to 11,610 in 1960 and to 31,607 in 1970, a trend that continues.

It is clear to me that it is in the best interests of these vigorous discipline organizations and of the community college movement for community and junior college teachers of English to join and to lead in the work of the associations.

Problems of Participation

Why has this participation been slow in coming? Problems of nomenclature, mistrust, and communication seem to me three important reasons.

As Thomas Wilcox reports in *The Anatomy of College English*, "at 81.1 percent of all four-year colleges and universities, the department of English is a separate organizational entity, all of whose members teach English or closely related subjects" (p. 1). But as *The National Study of English in the Junior College* notes, "for the junior college instructor many titles may designate the department or division within which he works: English (44%); Humanities (25%); Communications (9%); Language, Language Arts, and Language and Literature (13%); General Studies (4%); or one of more than 20 other administrative titles" (p. 4).

Additional distinctions appear in the nature of the teaching done in these different institutions. The *National Study* reported that community and junior college departments or divisions "devote their prin-

cipal efforts to the teaching of four basic curriculum sequences: college transfer composition, non-transfer composition, subfreshman courses or workshops for the development of fluency and mastery of skills, and literature" (p. 5). By contrast, Wilcox notes that departments in four-year colleges and universities consider "courses in literature" the "core of their curriculum" and are eager to divest themselves of such adjunct programs as speech, technical and business writing, and even freshman composition (p. 57).

The subject called "English" in a four-year college or university department, then, has frequently been a far different subject from "English" in the community and junior college. All that is changing. In my own institution, The City College of New York, every member of the English department teaches at least one course in basic writing. The department, meanwhile, is proliferating programs in reading, English as a second language or dialect, and pre-baccalaureate skills. What is happening at The City College is happening in almost every urban institution in America. Each academic year we grow closer to a new definition of "English" which respects the great literary tradition of the past but emphasizes the development of communications skills for personal growth. Each academic year college teachers of English in all kinds of institutions come closer to practicing a common profession. And as they do, their discipline organizations respond more effectively to professional issues.

Fitting Into Structures

That community and junior college teachers and professional societies should have been wary or mistrustful of one another in the 1960's is not surprising. The community colleges were a new, explosive

force in American higher education. They were serving new kinds of students in nontraditional ways. The discipline organizations were not immediately ready to initiate the studies, reports, and staff development programs needed to serve community and junior colleges. Because all of higher education was expanding rapidly, the associations were fully occupied with what they knew how to do: expand graduate education, reform the preparation of teachers for elementary and secondary schools, and recommend the revitalization of existing undergraduate and graduate programs.

The community or junior college teacher did not fit easily into the existing structures: the graduate training he required demanded the establishment of new kinds of programs like the master of arts in college teaching and the doctor of arts; the students he taught brought to their college classrooms unparalleled cultural, economic, and social diversity; and the professional refreshment he required was not readily available in existing conventions, workshops, and publications.

With few exceptions, the discipline organizations did not move as quickly as they should have to bring community and junior college teachers into positions of leadership. Indeed, the associations found it difficult to identify and elect outstanding community college teachers who were not engaged in traditional scholarly research and did not have national visibility even though they were building exciting educational programs from the ground up.

Community and junior college teachers, too, recognized that the organizations were moving slowly and sometimes ineffectively to meet community and junior college needs. That situation changed in English in 1968 when the MLA, NCTE, and AACJC undertook the *National Study of English in the*

Junior College. The recommendations of that study led the associations to expand significantly their services to community and junior colleges.

The constitution of ADE, for example, has required since 1968 that one of four executive committee members elected annually to be from a community or junior college. The MLA Delegate Assembly has introduced special elections to guarantee community and junior college representation. The Conference on College Composition and Communication has elected community college members to serve both as program chairmen and executive officers. Such evidences of opportunities for professional leadership by community and junior college teachers should help to allay fears that the discipline organizations are closed shops.

Finally, lack of communication has hindered community and junior college involvement in discipline organizations. Many community college teachers do not have access to the travel funds needed to attend professional meetings. Moreover, their heavy teaching and counseling responsibilities limit their opportunities to study the publications of professional associations, to undertake research, and to prepare reports for publication and presentation at regional and national meetings.

Special Programs, Publications

The organizations, in turn, have not undertaken successful campaigns to attract community and junior college teachers. More special sessions at meetings, more publications aimed at community and junior college problems, and more local and statewide inservice programs need to be established.

One of the most significant steps taken by the MLA in the 1960's to reach out and meet professional needs was the establish-

ment of the Association of Departments of English as the principal professional arm of the MLA chartered to explore the professional and pedagogical issues affecting English in higher education. Using the convenient vehicle of the department or division responsible for the teaching of English, ADE set out to establish a national network of ideas, publications, special seminars, and meetings on a state as well as regional and national level. ADE has already succeeded in attracting the participation of more than 200 community and junior colleges. Similar organizations have now been established in speech and in the foreign languages to stimulate a similar exchange of ideas and information in those fields.

ADE, for example, is currently preparing a statement of principle on workload and teaching conditions for teachers in community and junior colleges. In the past year it has sponsored seminars on the College Level Examination Program and other equivalency examinations in California, Florida, and Illinois. It has recently conducted a national survey on the state of freshmen English and is currently examining the requirements for the English major in four-year colleges and universities. It has sponsored and funded week-long summer seminars to bring together chairmen of departments from colleges of every kind to discuss critical issues in the field. It is deeply involved in studying the teaching of English in the human resources divisions of large businesses and industries.

ADE's record is not unique, but it merits mention and serves as the basis for inviting every community and junior college faculty member teaching English to join in its activities.

Recommendations

Because I believe that the discipline organizations can contribute to staff de-

velopment in community and junior colleges, I would propose five specific recommendations for achieving greater involvement in associations by faculty members. Though I refer specifically to English, I would suggest that my recommendations are applicable to any other field in the curriculum.

1. The department or division responsible for the teaching of English should inventory the state, regional, and national associations likely to contribute research expertise, professional publications, and platforms for the exchange of ideas and information. One member of the faculty should be asked to join each of these associations so that the department has coverage of current thinking about the discipline, access to published material, and an opportunity to give visibility to its educational innovations through the publications and meetings of the various societies. Faculty members should be asked to contribute their journals, convention programs, and other materials to a common departmental library.

2. With support from the administration—including released time and travel funds—each member of the faculty teaching English should be encouraged to attend and to participate in at least one state, regional, or national professional meeting a year. Attendance and participation give a faculty member access to new ideas, to informed and articulate fellow professionals, and to a larger educational world which helps to place the work going on in any one institution in proper perspective.

3. With financial support from the central administration, each department or division responsible for teaching English should belong to the Association of Departments of English. ADE is currently the most effective network for the exchange of professional ideas and information affecting college teachers of English. Through ADE,

the department at St. Petersburg Junior College, for example, can learn about the new materials for the teaching of reading developed by the department of English at Michigan State University. Through ADE, the department at Fiorello H. LaGuardia Community College can help the University of Massachusetts to establish work-study programs.

4. Community and junior college teachers should actively seek positions of leadership in state, regional, and national discipline organizations in order to help shape the activities of those associations. Intelligent, responsible "politicking" gives visibility to the college as well as to the individual and vitality to an entire profession. Community and junior college teachers now educate so many of the students in higher education who are taking work in English that they have a moral obligation to exercise professional leadership.

5. Each department teaching English should regularly conduct faculty workshops on professional issues identified by the discipline organizations. The meaning and limits of educational accountability, the place of performance or competency based education in the curriculum, the use of equivalency examinations, and the debate over behavioral objectives in the English curriculum are four major topics that come immediately to mind. The national discipline organizations can provide colleges with research studies, position papers, and other materials which contribute to effective faculty discussion and leads to better curriculum planning and instruction.

Each of these recommendations can be defended, I believe, in many ways. Each attempts to involve the community or junior college teacher in continuing professional growth. Such growth is essential to the health of American higher education.

1973
Assembly Report

Participants in the 1973 AACJC Assembly met November 29-December 1 at Airlie House, Warrenton, Virginia. At the final session of the Assembly, the participants reviewed and adopted this statement.

Our concept of staff development reflects more than the obvious need to enhance the professional skills of our teachers and administrators and to provide for the necessary orientation and knowing cooperation of those who help to keep the daily business of our institutions running smoothly—the custodians and secretaries, the paraprofessionals and food managers, the security guards and the telephone operators.

"Staff," in our view, is all those who in their varied capacities help to create and

maintain an environment in which our students—whoever they are and whatever their needs may be—can learn what they need to know to increase their skills and to manage their own lives more effectively.

The development of this staff reflects the central commitments of our colleges:

That we affirm equal educational opportunity for all who come to us;

That a "people's college" demonstrates its commitment to growth in competence and personal satisfactions for its students;

That what we affirm as democratic values—respect for the person and his needs; equal treatment for those from diverse backgrounds and cultural expectations; sensitive response to the communities which support us in the expectation that we will truly serve them—are at the heart of our recommendations for the preparation and continuing renewal of those who are responsible for our students' growth.

The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. In these terms alone, we affirm that it is only good sense that the investment should be helped to appreciate in value and not be allowed to wear itself out or slide into obsolescence by inattention or neglect.

But in a more crucial sense, a college's staff is the expression of its purposes, the collective manager of its missions. As the college's purposes change and adapt to the social needs of its community, its staff deserves—*must have*—opportunities to adapt and change, too.

The Assembly recognizes the accelerated and even headlong rush of change in our society. We recognize that community and junior colleges, perhaps more than any other segment of the educational community, are obliged to respond to the iron

imperatives of a period in which our whole society must learn to manage change and increasing scarcity with imagination, ingenuity, and—we hope—with some modicum of grace. Such management of change in our colleges must begin with our staffs who, by their skill and their example, may help our students learn what is needful for them as they, in turn, use in their own lives what we have helped them to learn.

These are noble generalities—indeed, almost unarguable hopes. *How* they are to be made realistic; how they can be translated into appropriate and workable staff development programs; *how* they can be made a normal and *expected* part of the operations of our colleges, is the thrust of the statements and recommendations of this Assembly.

We emphasize, too, that staff development, in every sense that our recommendations may reflect, is not something that can be postponed to an easier "someday." These development needs are urgent, they are *now*, they are what we *must* be doing to respond to what our constituents tell us loud and clear is our current obligation. No other response would be realistic, no other action would be appropriate to the challenges that have been given to us.

We owe more than response. We need to rise to leadership. We need even more than ever to know what our communities want and need, as well as what we are doing in and for and with the communities which support us and which we serve. We need to communicate with unmistakable clarity with these communities what we are doing and should be doing and why. And we need to work with others—staff, students, and the wider society—so that what we are doing is indeed responsive to their needs here and now, and that it is anticipatory of their needs in the future. Such response and such

anticipation is, in fact, what leadership is.

The theme of this Assembly, "New Staff for New Students," is not merely a slogan. It is a recognition that the students in our colleges—indeed in higher education in general—have grown up in a society which in the past decade has endured wrenching changes and moral and social dislocations that have been severe and long-lasting. It is a recognition that our schools, which in many respects are the custodians of our society's hopes for itself, *must*, like our society, re-think their priorities, husband and allocate increasingly scarce resources, and provide for thoughtful self-renewal.

Our student clientele no longer fits the "collegiate" stereotype, if indeed it ever has. Increasingly, the new students reflect the diverse cultural, ethnic, economic, and social diversity of the total community. "New" staff for these students means among other things special opportunities for skilled and hard-working incumbent staff to develop special sensitivity to the changed needs of students and new skills to assist their learning. It means recruitment of new staff for all levels in the college from those segments of the population increasingly represented in our student groups; Blacks, Native Americans, Chicanos, women and those who in one fashion or another have been historically disadvantaged in our culture. Such new staff is especially needed in leadership positions.

This Assembly affirms that community and junior colleges need to consider as part of staff development the deliberate cultivation of a wide range of partnerships: with universities, to increase the professional help that the senior institutions can give us, and equally, the help that we can give to them; with the community, so as to make fullest use of the enormous and often untapped resources available there to develop and en-

rich our programs and our staffs; with business and industry, which provides the major source of qualified teachers for many skill-centered, nonbaccalaureate programs; with professional organizations whose collaboration can be especially valuable in staff development. We emphasize that these and many other collaborations are two-way. We consider that part of staff development is learning what we have to give to, as well as what we need to take from, these educational partnerships.

This Assembly urges in the most vigorous terms that community and junior colleges accept staff development as a first-rank priority and give to it the same total institutional commitment that is accorded to its other programs and curriculums. We affirm as basic premises that staff development programs should be on-going and functionally related to the missions and the social mix of each institution; that such programs should not be imposed, but rather should develop from the collaborative efforts of all staff elements; that such development activity should be considered a major vehicle for institutional renewal. We further urge that staffs of community and junior colleges reaffirm their commitment to continued self-development as a part of their professional responsibility, and the professional organizations be encouraged to state this responsibility.

Staff development is, of course, not a new concern. But the Assembly wishes to emphasize that the need for action is now.

We consider that there are two major aspects to staff development: pre-service and in-service. Preservice is the formal education and the work experience of a prospective staff member. Inservice is the opportunity for incumbent staff for professional and personal renewal on their own campuses

or through the agency of the college which employs them.

Preservice

Recommendation: Community and junior colleges should take the initiative in helping four-year colleges and universities with specific directions concerning the training of potential staff.

Recommendation: Recognizing that some minorities and women are grossly underrepresented in positions of leadership in community and junior colleges, the Assembly encourages universities to make special efforts to recruit members of these groups to their programs.

It is particularly important that those who teach community college programs in the senior institutions should themselves have had extensive and recent experience in community colleges.

To the extent possible, community and junior colleges must help to design appropriate preservice educational experiences for potential staff, and work out strategies for encouraging senior institutions to provide such experiences.

Recommendation: Preservice education or work experience should be based on, and evaluated by, competency standards, rather than on those academic credentials that are traditional. It is the responsibility of community and junior colleges to spell out in full detail the nature and application of such competency standards.

Recommendation: When competency standards have been thoroughly worked out, accrediting agencies and certification agencies should be persuaded to accept these on an equal basis with their present academic criteria.

Recommendation: We urge that community and junior colleges take the initiative in offering internships, practicums, staff supervision, research opportunities, facili-

ties and staff resources for university courses as part of their commitment to preservice education.

Recommendation: Qualified community colleges should design and test programs to prepare paraprofessional staff to work in the community college. Universities should be encouraged to develop appropriate capstone programs to allow for transfer of those who wish to earn professional degrees.

Inservice

With rapidly changing developments in curriculum, instructional technology, organizational patterns, facilities and equipment, teaching-learning styles of both teachers and students, it is imperative that all staff have continued opportunities to learn about and adapt these innovations to their colleges.

Recommendation: We ask the American Association of Community and Junior Colleges to assist in the following:

1. Identify, compile, and widely disseminate a list of those persons who are knowledgeable about staff development and who have had experience in setting up or helping to set up staff development programs.

2. Endorse the expansion of Native American programs in community and junior colleges; and make a commitment to seek additional funds to expand the staff of the office of American Indian Programs in AACJC. A similar commitment should be made to all minority groups, recognizing that there are differing needs for each group.

3. Identify, compile and provide descriptive write-ups of state and institutional models of staff development (such as the one in Florida), including where possible guidelines for the implementation of such models; and see that these descriptions are nationally distributed.

4. Through a staff committee in cooperation with the Association of Community College Trustees, design strategies to involve trustees actively in the commitment to staff development.

5. In all appropriate ways, take a leadership role in informing federal, state, and regional agencies of the commitment of community and junior colleges to staff development; to the needs of the colleges for support funding for such programs. The AACJC is also the appropriate agency to assist foundations in identifying strong, workable, innovative staff development programs at individual institutions; or to identify consortiums of community colleges which may be attempting to develop coordinated staff development programs.

6. The Association should marshall all possible resources to increase the development of culturally and linguistically diverse staff by:

a. Working to increase the funding level for fellowship programs of the Education Professions Development Act;

b. Urging universities that prepare community junior college administrators to recruit minorities into their programs;

c. Urging the universities through the AACJC Council of Universities and Colleges to develop programs to prepare culturally and linguistically diverse staff;

d. Encouraging its membership to use minority students to help other minority students as peer counselors, peer tutors and teachers; and give assistance to colleges in designing programs to help both students and faculty in this effort;

e. Work to increase the funding level for the institutes and short-term

training programs of the Education Professions Development Act;

f. And especially encourage legislation to support bilingual/bi-cultural education through at least the community junior college level. This includes programs for development of bilingual/bi-cultural staff.

7. With the cooperation of a representative committee from member colleges, the Association should attempt to devise a system (and guidelines) for collecting and reporting data concerning recurring and nationwide common needs in the staff development area. Such data would be of great value to local, regional, and national agencies both for long-range planning and for decisions about funding for staff development.

8. Accreditation agencies should be encouraged to give increased emphasis to staff development programs as one indicator of institutional vitality.

Most of the recommendations from the Assembly are directed to the community and junior colleges themselves. Again and again in its discussions, the Assembly recognized that before significant funding support can be sought from any agencies—federal, state, and local—each college must identify its own staff development needs in the light of its own missions, its own clientele, and its obligations to the immediate community which it serves. A further repeated theme in Assembly discussions was that the college must give active support, rather than passive attention to, staff development, and that it must demonstrate its commitment to this activity by re-ordering its priorities and allocating from its own resources the necessary means for staff renewal. Such a commitment would be in itself persuasive to funding agencies that the college considers staff development integral

to its operation and functionally necessary in its ongoing response to the needs of its students.

Recommendation: Staff development programs should involve and be designed for *all* staff elements in the college: faculty, administrators, support personnel, trustees, students, personnel in state agencies responsible for community college administration, and where appropriate, members of the community. Said in another way: all of those who in any fashion touch the lives of the students are, in fact, educators who teach by their example, by their contacts with students, by their awareness of the goals of their college as they understand how their work contributes to those goals.

Therefore, staff development programs should be created from within, as varied staff identify their professional or career needs and work out the particular ways and means of responding to those needs in in-service programs. These should include intergroup programs which emphasize the collaborative nature of the college enterprise.

State agencies, which, in America, are frequently the legal foundation for public education, should encourage, fund, and to the extent practical, provide state leadership for inservice development programs.

Recommendation: Colleges should devise specific programs to train minority administrators, counselors, teachers, librarians, and paraprofessionals. They should provide opportunities for cultural awareness training for all staff, including members of governing boards. Such awareness training should be designed to reduce (or hopefully eliminate) racism and prejudice as far as possible in the whole college environment.

Recommendation: The commitment of the president of the college is crucial to the

success of any staff development program, and supportive encouragement for all aspects of the program is needed. In addition, where it is possible and functional, colleges might identify a staff development officer responsible for overall planning and coordination of in-service efforts.

Recommendation: Each college should make an analysis and ongoing evaluation of its present staff development activities (use of consultants, conduct of workshops, conferences, professional travel, sabbaticals, and the like) to determine which are most productive and which might be changed or eliminated so that staff development dollars will be most effectively committed.

Recommendation: Each college should have an ongoing assessment of its recognition and reward practices (added pay, released time, incentive awards, promotion policies, and the like) to determine how these can be adapted to include recognition and encouragement for participation in inservice programs. Each college should have an ongoing assessment of its personnel policies to determine how these can be adapted to include incentives for participation.

Recommendation: Where collective negotiation exists, every effort should be made by all sides, including students, to agree on the nature and scope of the college's commitment to staff development.

Recommendation: As a central part of each college's long-range planning, systematic efforts should be made to project changes in enrollment patterns, and changing student and community needs so that incumbent staff may be given opportunities for retraining to respond effectively to such needs.

Recommendation: Every college should consider establishing a community advisory board to help design staff development programs.

Recommendation: In any staff develop-

ment program, each college is especially urged to include *part-time* staff. Such persons tend to be neglected in institution-wide programs; yet their actual and potential value to the college is often great and could be increased by including them in renewal activities.

The Assembly recognizes that a primary need is to develop strategies, techniques, approaches, and methods for implementing the commitment to staff development. How to do it? That is a question with multiple answers—answers as varied as the institutions which ask the question. The need is to develop ways and means, to experiment with them and test them and refine them—and above all to *share* workable models, processes, schemes, and programs as widely as can be done.

We affirm that such experimenting, such risk-taking, such sharing, is long overdue. Now it is an imperative.

Much has been asked of our burgeoning, almost explosively growing community and junior colleges in the last ten years. Far more will be asked of us in the decade to come.

It is our proud claim that we are "people's colleges." If in fact we are, then our values will be demonstrated by the way we nurture not only those whom we educate, but also those who do the educating. If we see people as autonomous, capable of self-renewal, worthy of respect not only for what they are but for what they can become, then we will—increasingly—provide opportunities for their becoming.

In some ways, America is a deeply shaken country, distracted and frustrated by a cascade of events over which we seem to have little control. By all signs, we are faced with a radical change in our national direction. It is clear that now, and for an indefinite future, we will have to learn to

cope with scarcity, with constrictions in our lives in many ways still unknown and unguessed at. We have turned an historical corner, and ahead of us is the road not taken.

But this Assembly affirms that for us in education, and particularly for our colleges, this historical turn is a matchless opportunity. This nation was founded on the premise that the basic measure of value in our society is the individual human person. In the last analysis, that *person* is the touchstone, the measure, against which we scale all other social values. In our colleges, the *person* is our business. His competence is our business. His chance to learn to manage his own life with dignity is our business. If we are imaginative and ingenious and tough-minded in trying once again to shape our institutions so that they measure up to the basic value which we espouse, this may well be our contribution to the map of the unknown road ahead of us.

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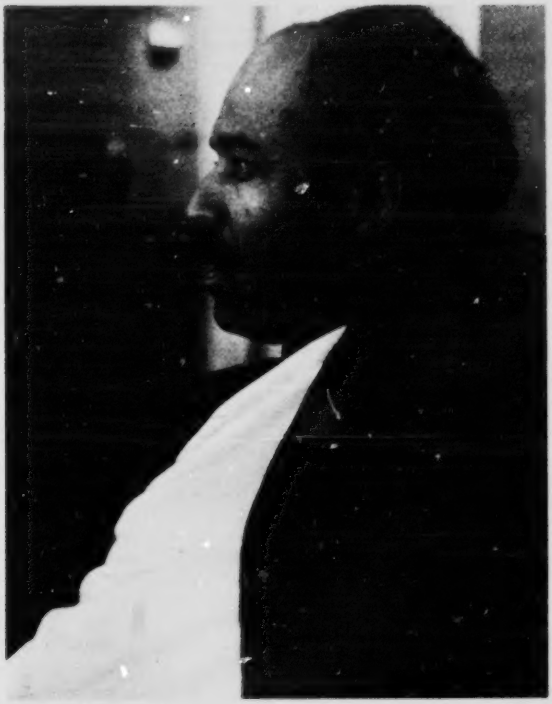

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